Application for Federal COPY Education Assistance (ED 424) Applicant Information U.S. Department of Education Form Approved OMB No. 1875-0106 Exp. 11/30/2004





1. Name and Address Vulcon Public Schools	Organizational Unit
Legal Name: Yukon Public Schools	Independent School District
Address: 600 Maple	
Yukon City	OK Canadian 73099 - 2533 State County 71B Code
2. Applicant's D-U-N-S Number (b)(2)	State County ZIP Code + 4 6. Novice Applicant Yes No
3. Applicant's T-I-N 7 3 - 0 7 7 3 6 7 7 4. Catalog of Federal Domestic Assistance #: 8 4 2 1 5 L Title: Smaller Learning Communities Program	7. Is the applicant delinquent on any Federal debt? Yes No (If "Yes," attach an explanation.)
5. Project Director: Dana McVay Address: 600 Maple Yukon OK 73099 - 2533 City State ZIP Code + 4 Tel. #: (405) 354-6692 Fax #: (405) 354-2408 E-Mail Address: Dana.McVay@yukonps.com	8. Type of Applicant (Enter appropriate letter in the box.) A State G Public College or University B Local H Private, Non-Profit College or University C Special District I Non-Profit Organization D Indian Tribe J Private, Profit-Making Organization E Individual K Other (Specify): F Independent School District
Application Information	
9. Type of Submission: —PreApplication Construction Non-Construction Non-Construction 10. Is application subject to review by Executive Order 12372 process? Yes (Date made available to the Executive Order 12372 process for review): Program is not covered by E.O. 12372. Program has not been selected by State for review. Start Date: End Date: 9/1/2004 8/30/2005	12. Are any research activities involving human subjects planned at any time during the proposed project period? Yes (Go to 12a.) No (Go to item 13.) 12a. Are all the research activities proposed designated to be exempt from the regulations? Yes (Provide Exemption(s) #): No (Provide Assurance #): 13. Descriptive Title of Applicant's Project: Yukon Public Schools' 3R Project (Rigor, Relevance, Relationships)
Estimated Funding Author	ized Representative Information
14a. Federal \$ \$ 84.400 15. To the best correct. The the application of the applica	of my knowledge and belief, all data in this preapplication/application are true and ne document has been duly authorized by the governing body of the applicant and int will comply with the attached assurances if the assistance is awarded.
a. Authorized	d Representative (Please type or print name clearly.)
h Title	iam Spaeth
d. Local \$.00	perintendent of Schools
	405) 354-2587 Fax #:(405) 354-2408
f. Program Income \$.00	dress: bill. spaeth o yukonps. com
g. TOTAL \$ 145 844 0.00 e Stanature	of Authorized Pennscentative

b. SLC Program Grant Application Coversheet

Coversheet

Smaller Learning Communities (SLC) Program Grant Application Package

Yukon Public Schools 600 Maple Yukon, OK 73099-2533	District I.D.: 4033480
2. LEA Name and Address:	
Application for Implementation	on Grant
Application for Planning Gran	nt
1. Type of grant applied for. (Cr	Took one.)

3. Name and Address of Each School Named in the Accompanying SLC Application:

Name	Address	No. of students enrolled
1. Yukon	High School (address same)	2,000
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(2) (5 points) Employ strategies and carry out activities addressing needs in paragraph (1);

While Yukon Public Schools' administrators, teachers, and parents have been studying the efficacy of Smaller Learning Communities for the last two years—an approach considered by many high schools of their size—the impetus for their inquiry was an interesting local phenomenon. It came to their attention that not only were 180 students per year enrolled in Alternative Education (9-12), but an average 65 graduating seniors (15%) hailed from this non-traditional setting. What was the secret of their success? The answer was clear: more personalized instruction in a smaller setting where students identified with a caring adult.

Therefore, the ultimate design for Yukon Public Schools Smaller Learning Communities Project is to improve student academic performance by increasing the quality of instruction through a more <u>personalized school setting</u>, <u>teacher advisories/advocacy</u>, <u>teacher professional development</u>, increased opportunities for <u>academic remediation</u>, more <u>rigorous curriculum</u>, and <u>career awareness</u> strains common in all core subject areas. These strategies will dramatically change the current, traditional 9-10, 11-12 structure to a more cohesive, inclusive plan that provides for innovative cross-planning of curriculum throughout a student's high school career. It is through these strategies that students will claim a new-found "ownership" of their school—which will ultimately lead to improved academic performance, as well as a sense of purpose and direction as they focus their efforts upon career strains supported by the proposed project.

First, in Year I, the project will establish a 9th Grade Academy for the district's 500 freshmen students who will receive intensive academic support through MESH TEAMS (Math, English, Science, History).

Each team of 75-125 students will complete core courses with the same core teachers who will also share a common planning time every day and will be required to meet as a team at least one hour per week so that they may identify academic and/or behavioral problems as they occur. With class size limited to 23-25 students, freshmen will be grouped according to a model of diversity, not by ability, race, or special needs. Within the framework of the 9th Grade Academy, students will be required to complete a one-semester Keystone class where they will be provided the tools to make a smooth transition to high school.

The district will also initiate a Flex 7 schedule in Year I that provides for rigorous tutoring during the 1st and 7th periods each school day. The project will also offer three more proven strategies for student <u>credit recovery</u>: (1) Fast Track at Yukon Public Schools and Canadian Valley Technology Center (computer-based instruction aligned with core courses/State objectives), (2) Alternative School, and (3) Summer School. Finally, as a result of adding a 7th hour, students will have the opportunity to enroll in three electives instead of two.

The project will introduce two proven strategies in Year II of operations: <a href="mailto:career-themed" schools within a school" as chool" and teacher advisories/advocates. Each "school" will be a personalized small learning community within Yukon High School: Health and Human Services; Government, Law, and Public Service; Fine Arts and Information Technology; and Business, Marketing, and Engineering. With approximate enrollments of 375 students in each, students in grades 10-12 will self-select their "school," based upon parental approval. Each "school within a school" has a broad-based career theme, integrated sequence of courses, work-based experiences, and strong partnerships with business and community partners. The goal of this strategy is to open students' minds to the relevancy of academic courses and to show how high standards relate to career success. In addition to the essential academic rigor, students will develop knowledge regarding careers where they may best utilize their talents and aptitudes.

Further, students will be provided easily accessible, <u>specific guidance planning</u> related to post-secondary education, opportunities in the current job market, military careers, technical schools, or a combination of some or all of these. In this second strategy, <u>teacher advisories/advocates</u> in Grades 10-12 will continue the model initiated at the Freshman Academy in Year I, as they will be assigned 15-20 students for whom they will serve as advisors. Administration, teachers, and parents have long identified that the four high school counselors simply cannot address all the needs of 2,000 high school students. Students assigned to an advisor/advocate will benefit from their <u>relationship</u> with a caring adult, as well as receive guidance regarding academic performance and career opportunities.

Finally, but not least important, the project will provide intensive <u>professional development</u>.

Administrators, teachers, and staff will be required to complete training in implementing and sustaining the Smaller Learning Community. In addition, teachers will receive intensive core curriculum training provided by the local school district, State of Oklahoma Department of Education, as well as through Advanced Placement courses. Also, teachers will participate in externships made possible by collaborators/businesses serving as partners in each "school."

As the result of the aforementioned strategies, <u>Yukon Public Schools will realize a "Wall to Wall"</u>

Smaller Learning Community no later than Year III of project operations.

(b) Foundation for Implementation. (15 points).

(1) (3 points) Teachers within each school support the proposed project.

Critical to the planning and development of Yukon's Small Learning Community has been the formation of a vision team comprised of 16 teachers and 6 administrators, 4 high school counselors, the Career Development Specialist, and the athletic director. Members of the team made site visits to two existing Smaller Learning Communities and have attended five training workshops facilitated by technical advisor, GMS Partners, Inc., in order to solidify strategies for the proposed project

Vision team members represent a cross-section of disciplines: core, electives, Advanced Placement, special needs, and foreign language. Further, both experienced and new teachers are members of the team—members who have participated in ten technical workshops in the past two years. The vision team will continue to meet monthly when the project is awarded. All teachers are directly affected by the paradigm shift from a traditional structure to the "Wall to Wall" Smaller Learning Community. The vision team will serve as their forum to express successes, concerns, and requests for additional training and assistance.

(2) (3 points) Administrators, teachers, and other school staff within each school support project.

Administrators are committed to the Smaller Learning Community concept and will implement a 9th

Grade Academy even if the project is not awarded. They continue to see a rise in student discipline problems, drug usage, and dropouts, while performance on State core tests and Advanced Placement exams is less than satisfactory. But they are also committed to realizing a "Wall to Wall" Smaller Learning Community that places 10-12 students in career-oriented "schools." This cannot be accomplished without grant funds.

The administration has worked diligently to garner parent, teacher, staff, and community stakeholder support. And that has not been easy. But, both the teachers and the community at large now support this innovative, often scary, concept. How did that happen? It took open debates in public forums and in the newspaper, individual meetings with parents and students, department head meetings, teachers' meetings, visits with industry leaders, site visits to successful programs, and technical assistance/training from nationally-renowned trainer and author, Grace Sammon. The project is ready to be launched.

(3) (3 points) Parents, students, and other community stakeholders support the proposed project.

Parents have often expressed their frustration to administrators, teachers, and counselors that their children "don't know what to do with themselves after they get out of high school." As the result of community meetings and individual meetings with teachers and administrators, parents now support the proposed project and will aid in its implementation through serving on the advisory board, providing volunteers through the School and Community Council, assisting with extra-curricular activities at the 9th Grade Academy, and continuing to make site visits to other Smaller Learning Community schools. Student input will be voiced through the Student Council, as well as through teacher advisories.

Yukon has already received significant support from stakeholders in establishing two programs: a Medical Professions Pilot Group in 2002 and a Hospitality Pilot Group in 2003. Many of the stakeholders listed below provided cash donations, curriculum, paid staff, sponsored student internships and teacher externships, and sponsored health fairs, a mock ER, and a MASH Bash where students were introduced to a bevy of occupations in the health field. As evidenced by the attached letters of support, the stakeholders

listed below have made a formal commitment to support Yukon's Smaller Learning Community.

Canadian Valley Technology Center	Technology Education, Credit Recovery
Christ's Church of Yukon	Mentoring, Positive Youth Activities, Volunteers, Public Relations, Character Education
Hospitality Career Initiative	Curriculum, teacher training, industry sponsored student activities
Integris Canadian Valley Regional Hospital	Classroom presentations by Health Professional, career shadowing, mentoring, volunteering
Johnny Carrino's Italian Restaurant	Teacher Externships
Oklahoma Hotel & Lodging Association	Technical assistance, advisory committee membership, classroom guest speakers, mentors, teaching materials, and resources.
Oklahoma Restaurant Association	Resources, information, professional expertise, mentored internships, job placement, articulation agreements with post-secondary institutions, scholarships.
Oklahoma Surgical Urology Center	Teacher Externships
Platt College	Professional Development, student presentations and advisement
Redlands Community College and RCC Tech-Prep	Professional Development, student presentations and advisement
School and Community Council	Parent Volunteers
Yukon Police Department	Promote Law Enforcement Careers, Drug Education, Strategic Planning
Yukon Public Schools Student Assistance Program	Mentoring opportunities for students, drug education, alternative "no-drug" activities

(4) (3 points) The proposed project is consistent with, and will advance, State and local initiatives.

All curricula are aligned with State standards for student achievement. Second, principals and teachers support additional local measures to promote academic rigor in the classroom: increased Advanced Placement training for teachers, additional Advanced Placement courses, aligning local exams with State objectives, requiring standardized comprehensive exams and commensurate levels of rigor in each discipline, creating mock-End of Instruction tests for student review, and encouraging students to complete ACT college-bound curriculum.

(5) (3 points) Reviewed scientifically based research, carried out planning activities with teachers, administrators, and other stakeholders to enable it to implement the proposed project upon award.

A review of the research revealed what Yukon administration and teachers already knew: there are some inherent problems associated with their high school's <u>size</u>. While the optimum size of a school is about 400 students (Fowler) Yukon's 9-12 enrollment is approximately 2,000. Therefore, Yukon's 500 9th Grade students will be placed in heterogeneous "teams" of 75-125 students, while students in grades 10-12 will self-select career-themed "schools" with enrollments of approximately 375.

The school and community must address the rising number of behavioral incidences and drug and alcohol usage among its students. Research shows that small schools have <u>lower incidences of negative social behavior</u>, however measured, than do large schools. Behavior problems are so much greater in larger schools that any possible virtue of larger size is canceled out by the difficulties of maintaining an orderly learning environment. (Duke, et. al.).

Yukon High School averages <u>at least 95 absences per day</u>, resulting in poor grades and teacher frustration. According to research, not only do students in smaller schools have higher attendance rates than those in large schools (Kershaw and Blank), but, regarding <u>dropout rates</u>, the "holding power of small schools is considerably greater than that of large schools" (Toenjes).

Small schools allow greater student participation in extracurricular activities (Kearney); the greater and more varied participation in extracurricular activities by students in small schools is the single best-supported finding in the school size research (Cotton 1996). By dividing students into "teams" in Grade 9 and in "schools" in Grades 10-12, students will be afforded more opportunities to participate in extracurricular activities; plus, studies indicate that parents are more willing to get involved in school activities when schools are smaller (Berlin). Foster and Martinez's research concludes that students find a much greater sense of belonging and distinctiveness in small schools, while students often feel alienated in large schools, which affects confidence, self-esteem, and responsibility for self-direction (57-58).

Corresponding to the success demonstrated in Yukon's Alternative School, Kershaw and Blank (1993) find that one of the most positive conditions of the alternative school to be the <u>interpersonal relationships</u> with faculty members. One of Yukon's vital strategies is to institute teacher advisories where a teacher truly gets to know his or her 15-20 advisees.

But what of the ultimate question: do smaller schools result in improved academic achievement?

None of the research finds large schools superior to small schools in achievement. Therefore, Cotton concludes that student achievement in small schools is at least equal—and often superior—to student

achievement in large schools (1996). Walberg posits that smaller high schools yield greater achievement and years of attained education after high school.

After conducting a needs assessment, reviewing the research, making site visits to existing projects, and developing a plan with the assistance of students, parents, community stakeholders, and a cross-section of administrators, teachers, and staff, the vision team is confident that the district is ready to implement the project immediately upon its award.

(c) Quality of Project Design. (30 points).

(1) (6 points) Implement strategies and new organizational structures likely to create an environment in which a core group of teachers knows the needs, interests, and aspirations of each student well;

To be implemented in Year I (2004-2005), a 9th Grade Academy will be instituted wherein groups of students will receive instruction from the same teachers in core subject areas. Dubbed MESH Teams (Math, English, Science, History), this structure not only allows for more personalization among students and teachers, but it allows for more timely identification of students' academic and social problems. Students will be placed in groups arbitrarily, allowing for diversity of economic advantage, ethnicity, and academic ability. In addition, in year two all high school students will benefit from advisories where a teacher advisor/advocate serves as mentor to no more than 15-20 students per year, continuing that relationship until they graduate.

Students in the four "schools within a school" will also participate in mentoring and job shadowing already pledged by community stakeholders. Concurrent enrollment will also grant them the opportunity to relate to a caring adult who is interested in their desire to matriculate to college. Parent-teacher conferences will also provide unanticipated venues for mentoring as the teacher, parent, and student form a triumvirate expressly interested in the student's success.

- (2) (6 points) Implement research-based strategies, services, and interventions that are likely to improve overall student achievement and other outcomes;
- (A) More rigorous academic curriculum for all students and the provision of academic support,

 The Yukon Board of Education recently voted unanimously to require a more rigorous math curriculum,

requiring the class of 2008 to have completed four years of math as a requirement of graduation. Further, by requiring the Keystone Class in 9th Grade, the district will require students to complete government in their senior year, raising graduation requirements from 22 to 22 ½ units. School administrators and the Board are presently studying the viability of adding additional required social studies and science courses as requirements for graduation in the future. As discussed in "D" below, the district will add advanced placement courses in Environmental Science, Psychology, and Government during the 3-year grant period.

The project is designed to meet the needs of students who are struggling in all areas, but especially in the core areas of Math, English, Science, and History—or as named by the district, <u>MESH Teams</u>. In the 9th Grade Academy, teachers in each MESH Team will serve the same group of students who attend all of their core classes together. Not only will students experience learning in a more personalized environment, but their teachers share the same planning time so that their needs can be evaluated by four caring adults who can address problems early on.

Just as innovative, the district will institute a Flex/7 schedule in the 2004-2005 term, wherein all students will have the opportunity to access tutoring services 1st and/or 7th hours. These tutoring services are certainly a necessity, as data from the first semester of the 2003-2004 school term indicates that of approximately 2,000 students, 577 made at least one "D," and 291 made at least one "F." As a strategy of Yukon's Smaller Learning Community, students with a "C" or "D" will be encouraged to access before- or after-school tutoring, while students with an "F" will be required to do so. The "failing list" will prove to be an important tool in developing instructional strategies: "What students are failing?" "What subjects are they failing?" "Who are their teachers?" Further, the Flex 7 schedule will allow students to receive a "double dose" of instruction so that they can repeat the day's core lesson during first and/or seventh hours.

Yukon Public Schools has made a commitment to improving student academic performance, providing all tutoring salaries as an in-kind contribution. The project will also utilize three more strategies for student credit recovery: (1) Fast Track at Yukon Public Schools and Canadian Valley Technology Center

(computer-based instruction aligned with core courses/State objectives), (2) Alternative School, and (3) Summer School.

(B) More intensive and individualized educational counseling and career and college guidance.

One teacher will teach the Keystone class, serving as an invaluable asset to the project by serving as another "touchstone" who has personal contact with EVERY 9th Grade student. Not only will he/she provide career and college guidance, but professionals will visit the Keystone classes, providing relevant information about possible careers. Further, teacher advisors/advocates will be trained in the interpretation of the EXPLORE Survey (interest inventory) and will share those results with students and their parents at parent-teacher conferences. Further, students will enjoy even greater school identification when their teachers are there supporting them in their own extra-curricular events and service learning projects.

Students in Grades 10-12 will self-select career "schools" where a core team of teachers will guide them through their program of study: Health/Human Services, Government/Law/Public Service, Fine Arts/Information Technology, and Business/Marketing/Engineering. Community stakeholders will provide career education and opportunities for job shadowing and mentoring. Finally, the district has negotiated articulation agreements, wherein high school students may participate in concurrent enrollment with colleges and technical schools. It is the project's aim to increase the number of concurrent course offerings made available to students.

(C) Increase attendance, increase transition from 9th to the 10th grade, improve the graduation rate;

The key to student attendance is relevance—the cornerstone upon which the Yukon Smaller Learning Community is built. Many students simply are not making the connection between what they are studying and how it affects their own lives. Perhaps it is not immaturity that causes them to question, "When will I ever use geometry?" "Who cares about the *Magna Carta*? "What is a participle?" "Are dead frogs really necessary?" Yukon believes that its plan will answer those questions so that students will enjoy coming to school. How? First, as mentioned above, teachers in each team/school will have a common planning time

where they will develop a meaningful, interdisciplinary curriculum aligned with each school's career theme.

Second, the district has made a concerted effort to match teacher interest with diverse experience. For instance, a World History teacher is also an LPN and will be teaching in the Health Professions School. An English teacher, who has owned a restaurant and travels to Europe each summer, will also teach in the Hospitality Program within the Business, Marketing, and Engineering School. A science teacher has a four-year medical technology degree and will teach science and medical technology in the School of Health and Human Services.

Third, businesses and colleges and universities will make regular presentations, emphasizing the relevance of academic <u>rigor</u> in high school to later success in college and on the job.

But it will not <u>all</u> be work. Academy students will have more opportunities in this smaller setting to participate in extra-curricular activities. Because they will be grouped in teams of 75-125, they will find it easier to find their niche in academy-sponsored sports, music, and drama events—as well as in a bevy of clubs that will allow them to develop leadership skills before they matriculate as sophomores. Students will get out of bed in the morning, for school will become a place that is much more interesting than the daily fare on cable television.

(D) More Advanced Placement opportunities and concurrent academic and technical courses;

Another important strategy of Yukon's Smaller Learning Community will be the introduction of three new Advanced Placement courses during the first three years of project implementation: AP Environmental Science (2004-2005), AP Psychology (2005-2006), and AP Government (2006-2007). However, equally important is the district's commitment to raising students' AP final exam scores. Although the number of students completing exams has nearly doubled since 2000 (from 80 to 151), the percentage of students passing exams has dropped from 61% to 48%. The district proposes that its plan to institute teacher planning teams in career "schools," better integrate curriculum across disciplines, and reduce "school" size will result in the <u>rigor</u>, <u>relevance</u>, and <u>relationships</u> that will improve student performance.

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

Description Date OMD A supported

OMB Control Number: 1890-0004

Expiration Date: OMB Approved

Name of Institution/Organization Yukon Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

		SECTIO U.S. DEPART	SECTION A - BUDGET SUMMARY U.S. DEPARTMENT OF EDUCATION FUNDS	MARY ON FUNDS		
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	42,000	35,000	30,000			107,000
2. Fringe Benefits	8,364	6,493	5,157			20,014
3. Travel	10,014	10,014	10,014			30,042
4. Equipment	0	0	0			0
5. Supplies	25,975	25,975	25,975			77,925
6. Contractual	28,000	23,000	18,000		,	000,69
7. Construction	0	0	0			0
8. Other	3,000	3,000	3,000		. ;.	6,000
9. Total Direct Costs (lines 1-8)	117,353	103,482	92,146	0	0	312,981
10. Indirect Costs	2,241	1,976	1,760			5,977
11. Training Stipends	26,250	26,250	26,250			78,750
12. Total Costs (lines 9-11)	145,844	131,708	120,156	0	0	397,708

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Yukon High School believes that it can bridge the gap between high school and a student's chosen career by offering career opportunities in high school so that they do not waste time and money in college deciding upon a major. The same is true for technology education, where students will receive hands-on training at the high school and technology center that can launch them well ahead of their contemporaries when they continue their education after high school.

(3) (6 points) implement accelerated learning strategies and interventions that—

(A) Will service all students who enter the school with low reading/language arts or math skills;

The project will serve all students performing significantly below grade level in language arts/reading and mathematics. Based upon most recent data, the district will expend significant effort in early identification, as scores on State End-of-Instruction tests were often less than satisfactory. This is especially true for ethnic minorities, students with disabilities, economically disadvantaged students, and students who move in and out of the district.

(B) Are designed to equip participating students with grade-level reading/language arts and mathematics skills by no later than the end of 10th grade;

All students with reading/language arts and/or mathematics skills significantly below grade level will receive immediate remediation. They will be required to attend before- and/or after-school tutoring and, if warranted, will be advised to participate in the district's *Fast Track* program, computer assisted instruction in core subject areas. Students can also use first and/or seventh hours to "double dose," or repeat the day's lesson. Further, his or her core team of teachers will design remediation strategies that are subject-specific, as well as those that take advantage of interdisciplinary teaming. Finally, individual instructors are always available to provide tutoring before- and after-school, as well as during the lunch period.

(C) Are grounded in scientifically based research;

<u>Before/After School Tutoring</u> and <u>Double Dosing</u>." According to research conducted by the National Association of Secondary School Principals, high schools should develop flexible scheduling in order to ensure student success. Through the aforementioned strategies, students have the opportunity to receive

tutoring two times per day, as well as repeat a core lesson in either 1st or 7th hour (Benchmarks II).

Teacher Advisories. NASSP also recommends that every high school student have a Personal Adult Advocate to help him/her personalize the educational experience (ibid.). Yukon will initiate advisories in Year II. Computer-assisted Instruction. According to the National Reading Panel, computers have a motivational use in reading instruction, as students like their classes more when they receive computer-assisted instruction and allow students to interact instructionally with text for greater amounts of time (Teaching Children to Read). Kulik also purports that computers best demonstrate their efficacy through computer tutoring that "presents material to the student, evaluates the student's response, uses this information to determine what to present next, and keeps track of student progress" (in Baker, Technology Assessment in Education and Training). Students will also record academic progress via E-Portfolios.

(D) Include the use of age-appropriate instructional materials and teaching and learning strategies;

Yukon aligns its curriculum with the Oklahoma core standards that are aligned with state-endorsed curricula. Teachers supplement that curricula with peer mentoring, individualized learning styles tailored to students' needs, integration of technology in the classroom, and a bevy of approaches designed to stimulate student learning. Particular to this project, the Resource Specialist will design curriculum for each Career School that not only adheres to State and local standards, but allows for both cross-school planning and industry-specific content.

(E) Provide additional academic support during the regular school day and before/after school.

As discussed in "B" on the previous page, all students have the opportunity to participate in before- and after-school tutoring, and, if warranted, will be advised to participate in computer-assisted instruction in core subject areas. Students can also use first and/or seventh hours to "double dose," or repeat the day's lesson. Finally, individual instructors are always available to provide tutoring before- and after-school, as well as during the lunch period.

(F) Delivered with sufficient intensity to improve students' reading/language arts or math skills;

Students with a "C" or "D" will be encouraged to attend before- or after-school tutoring, but those students who are failing will be required to attend tutoring until their grades improve. "Double dosing" is also an intensive strategy, as students have the opportunity to hear the same lesson as many as three times per day. Students like computer-assisted instruction, but it is also quite useful, as it is unrelenting until they master each concept. Finally, academic advisors and core teachers will be relentless in their advocacy for each student's academic success.

(G) Include sustained professional development longolng support for teachers and other personnel. Facilitated by Grace Sammon, nationally-recognized expert in the design and implementation of

Smaller Learning Communities, Yukon Public Schools' administrators, teachers, and staff will participate in

Wall-to Wall Academies, From Vision to Reality	Advisory Committees for a New Millennium
Building Community Partnerships and Advisory Boards	A Teacher's Guide to Curriculum Integration
Creating Academy Ready Teachers	Cooperative Learning
Developing Student Work-Based Experiences	Creating and Sustaining Small Learning Communities
Health Career "Schools": Changing Whole Communities	Developing the Team Effort
Leadership Development	Keystone and Capstone
Strategies for the Extended Period Class	Linking Curriculum and Smaller Learning Communities

In addition, selected members of the vision team and parents will make site visits to Junction City, Kansas' SLC, while representatives from Grand Prairie, Texas' SLC will provide training on site. Other experts will train teachers in the facilitation of a Keystone class. Vision team members will also attend a Career Clusters conference in Phoenix, Arizona.

(4) (6 points) Provide high-quality, sustained and intensive professional development that— (A) Improves the content knowledge of teachers of core academic subjects;

the professional development detailed below over the three-year grant period:

As the district continues to offer additional Advanced Placement courses, teachers will complete training provided by the State Department of Education. The State also offers extensive training for teachers in technology. On the local level, the district has proven its commitment to providing quality training in core subject areas during professional development days. Teachers also receive national

training: National Science Teachers Association Annual Meeting, National Health Career Conference, National Mathematics Teachers Conference, National Academy Foundation Conference, and Quartz Mountain Fine Arts Summer Program. In addition, teachers will attend the Oklahoma Bar Association Conference and the Restaurant Trade Show during the first year of operations.

- (B) Activities designed to enable all teachers of core academic subjects to become "highly qualified";

 By State mandate (as of April 15, 2004), all Yukon Public Schools teachers are "highly qualified."

 Teachers hired subsequent to the submission of this application must hold the requisite qualifications to meet that definition.
 - (C) Advances understanding of project staff of effective, research-based instructional strategies for improving the academic achievement of students, including low-performing students;

Teachers will receive training in Learning Styles, Curriculum Design, Technology, Core Content, Interdisciplinary Teaming, Teacher Advisories, and teaching students to use agendas, as well as construct a four-year plan. All training will be provided by experts in the field who hail from the local school district, the State Department of Education, or are paid consultants.

(D) Provides teachers, administrators, other school personnel, and parents with the knowledge and skills they need to participate effectively in the development and implementation of project.

Grace Sammon, nationally-recognized author and trainer will provide implementation training to the vision team throughout the three-year grant period. In addition, Camille Stevenson, the external evaluator will provide formative and summative evaluation reports that will prove to be instructive regarding the project's implementation. Finally, school staff and parents will receive training from other outside experts and previous grant recipients.

(5) (6 points) Provide the participating schools sufficient flexibility and autonomy.

The Smaller Learning Community <u>vision team</u>, representing a cross-section of administrators, teachers, and staff, will continue to meet monthly at a time so that all members may be present. The <u>advisory board</u>, which includes the assistant superintendent, building principals, project staff, and community career

collaborators will make a special effort to set meeting times so that business representatives may attend.

MESH (Math, English, Science, History) teachers in the 9th Grade Academy will share the same planning period one day per week and will be required meet together at least once per week to chart student progress as a team, identifying problem behaviors or poor academic performance early on. Parents will also benefit from this flexible scheduling, as they are welcome to meet with all four teachers during this common planning time. Parents also have the opportunity to meet with their child's teacher/advisor four times per year at parent/teacher conferences.

An unanticipated benefit resulting from the investigation and planning stages for Yukon Public Schools proposed <u>implementation</u> grant is renewed parent participation. Due to this interest, the school district has been flexible in scheduling parent meetings, first, for public debate, and, later, for project design. Upon the award of the proposed project, parents will continue to be vital partners in its <u>implementation</u>: serving on advisory boards, making out-of-state site visits, assisting with extra-curricular activities, and serving as advocates for the 9th Grade Academy and the four Career "Schools."

(d) Quality of the Management Plan (25 points).

(1) (10 points) Adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities and detailed timelines/milestones;

In developing a management plan, the district, first, defined and refined the following Goals, Objectives, and Indicators that will guide the project's strategies and evaluation.

Goal 1: Provide effective interventions for a smooth and successful transition into high school. (9th Grade Freshman Transitional Academy)

Objectives/Performance Indicators:

- 1.1. 100% of incoming freshmen will participate in the 9th Grade Transitional Academy.
- 1.2. 100% of incoming freshmen will attend high school orientation activities.
- 1.3. 100% of freshman class will have opportunity to receive academic support through remediation and tutoring in core subjects.
- 1.4. 90% of the freshman class will complete the Keystone Curriculum and pass the 9th grade.
- 1.5. At least a 10% gain each year of freshmen scoring satisfactorily on State Algebra I exam.
- 1.6. At least a 10% reduction in freshman dropout and 5% retention rates each year of program operations.
- 1.7. At least a 5% reduction in freshman disciplinary problems during each year of program operations.
- 1.8. At least 90% of freshmen will participate in school activities.

Goal 2: Provide effective/periodic student advisory and support to pulde in selection and completion of a program of study.

Objectives/Performance Indicators:

- 2.1. 100% of students will be assigned an advisor (Teacher as Advisor program)
- 2.2. 100% of students will prepare a four-year program of study by the end of the freshman year.
- 2.3. 100% of students in grades 10-12 will self-select one of the four Career "Schools."
- 2.4. 100% of students will meet with their advisor at least twice per month to discuss the program of study or other problems.

Goal 3: Improve instructional interventions in the classroom through professional development and planning.

Objectives/Performance Indicators:

- 3.1. 100% of faculty will participate in professional development, articulating how the SLC relates to the academy model.
- 3.2. 100% of teachers and staff will implement high quality instruction in the classroom.
- 3.3. 100% of teachers and staff will express satisfaction with such strategies as peer coaching and interdisciplinary teaching.
- 3.4. 100% of faculty will be taught the concept of team teaching as it relates to their assigned "School."
- 3.5. 100% of faculty will be introduced to the principles of authentic student work as it relates to student portfolios.
- 9.1. 100% of the faculty will receive staff development to align Oklahoma PASS Standards with SLC curriculum.
- 9.2. 100% of the faculty and staff will develop strategies for designing effective projects within the small learning communities.
- 9.3. 100% of the faculty will learn to design quality assessment instruments.

Goal (Improve studen academic achievement in core and elective courses ...

Objectives/Performance Indicators:

- 4.1. At least 10% gain each year of all students scoring satisfactorily on State Algebra I and Biology End-of-Instruction exams.
- 4.2. At least 90% of all students will fulfill grade level requirements.
- 4.3. At least 10% reduction per year in student dropout and retention in all grades.
- 4.4. At least a 10% reduction per year in student disciplinary problems in all grades.
- 4.5. 40% of ethnic minority students will pass the annual State End-of-Instructions tests in 2005, with that number increasing 10% each year thereafter.
- 4.6. 95% of ethnic minority students will graduate with their class in 2008.
- 4.7. 20% of ethnic minority students will complete and pass at least one AP or dual credit course in 2006, with that number increasing 5% thereafter

Goal 5: Improve strategies to involve parents and other community members.

Objectives/Performance Indicators:

- 5.1. 100% of teachers and staff will participate in activities to increase the level of parent/community involvement in the school.
- 5.2. Parents reporting students' improved participation at school will increase at least 20% each year of program operations.
- 5.3. Parents will report a 10% decrease each year in rates of truancy, drug/alcohol use, misbehavior and/or violence incidences

Goal 6: Provide enective interventions for smooth and successful transition from high school to career or further education.

Objectives/Performance Indicators:

- 6.1. 100% of students in Grades 10-12 will self-select a Career "School" and complete all required course work and internships.
- 6.2. At least 70% of Grade 10-12 students will participate in school extra-curricular activities.
- 6.3. Student participation in AP classes will increase 5% during each year of program operations.
- 6.4. The number of students in AP classes receiving college credit will increase 5% during each year of program operations.
- 6.5. At least a 5% increase each year of students deemed needing ACT prep classes completing same curriculum.
- 6.6. At least a 5% increase each year of students completing ACT recommended core curriculum.
- 6.7. At least 50% of students taking the ACT will make the school average or higher.
- 6.8. At least 50% of students graduating will be eligible and apply for admission to college or postsecondary training.
- 6.9. 100% of graduating students will report high levels of satisfaction with their educational experience in school.

Goal 7.1 The salety and personal security climate for each Yukon High School student will be ensured.

Objectives/Performance Indicators:

- 7.1. Instances resulting in suspensions will be reduced by 10% each year.
- 7.2. Instances of drug and alcohol use will be reduced by 10% each year.
- 7.3. Instances of student violence will be reduced by 10% each year.

Goal 8: The community will provide support for the Freshmen Academy and the "School" model

Objectives/Performance Indicators:

- 8.1. 25% of the faculty will participate in externships to train them in skills to present career opportunities to their students.
- 8.2. All students will have the opportunities to become part of a community mentoring program/job shadowing.
- 8.3. Parents will be encouraged to be an active part of the Smaller Learning Community.
- 8.4. Business programs will be launched to include all students showing an interest in particular professions.

With the Goals, Objectives, and Indicators established, vision team members constructed a reasonable timeline in order to accomplish these goals over the three-year grant period, as well as a plan for Year IV.

YEAR I TIMELINE				
Date	Task	Responsibility		
August 2004	Project Awarded			
August 2004	Hire Staff, Technical Assistant, and External Evaluator	YPS School Board and Administrators		
August 2004	100% of Freshmen attend high school orientation activities	Building Principals		
August 2004	Freshmen enrolled in 9th Grade Academy	Building Principals		

August 2004	Actively recruit students to enroll in AP and ACT recommended core courses	Building Principals, Teachers, Project Staff, Counselors, Core Teachers
September 2004	First Evaluation Site Visit (5 per year)	Camille Stevenson, External Evaluator
September 2004	Freshmen students begin Keystone Class	Project Staff, Keystone Instructor
September 2004- May 2005	Develop curriculum for four "Schools": Health, Government, Fine Arts/IT, and Business	Resource Specialist
October 2004	SLC Professional Development for SLC teachers/staff	GMS Partners, Inc.
October 2004	First 9th Grade Academy Extra-curricular activity	Building Principals, Teachers, Project Staff, and Parents
October 2004	Site Visit/Junction City, Kansas Smaller Learning Community	Project Staff, Keystone Instructor, Teachers, Administrators
December 2004	First 9th Grade Academy Service Learning Project	Project Staff, Core Team Teachers, Students
December 2004	100% of 9th Grade students will prepare a 4-year course plan	Keystone Instructor
February 2005	Professional Development/Technical Assistance for Teachers	GMS Partners, Inc.
February 2005	Train teachers to read student EXPLORE inventory	Counselors, Project Staff
February 2005	Teacher Externships (Health/Human Services, Government/Law/Public Service, Fine Arts/Information Technology, and Business/Marketing/Engineering)	Project Staff, Project Collaborators/Stakeholders
March 2005	First semi-annual Evaluation Report	Camille Stevenson, External Evaluator
March 2005	100% of 9-11 students will have chosen one of four "School" programs	Parents, Students, Core Teachers, Project
111011 2000	of study for remainder of high school career	Staff, Keystone instructor
April 2005	All 9-10 students administered State End of Instruction Tests	Administration, Building Principals
April 2005	2 nd 9 th Grade Academy Service Learning Project	Project Staff, Core Team Teachers, Students
May 2005	90% of Freshmen will fulfill promotion requirements.	All members of the SLC Team
May 2005	Advanced Placement Exams	Counselors, Core Teachers, Students
May 2005	50% of students taking ACT will have made the school average or higher	SLC Team, Parents, Students
June 2005	Professional Development/Technical Assistance for Teachers	GMS Partners, Inc.
September 2005	Annual Evaluation Report—Year I	Camille Stevenson, External Evaluator
THE PLANE THE PARTY	**************************************	
Year I activities will	be continued throughout Years II-IV and will be institutionalized as Yukon s, and teaching methods. Additional activities to be incorporated into the o	High School effects systemic change in its verall plan in Years II-IV are detailed below.
August 2005	Students allowed to take 7th course (adds 1 additional elective)	School Board, Administration
August 2005	Offer AP Psychology	School Board, Administration
August 2005 August 2005	Expand opportunities for teacher externships/internships	Project Staff, Business/Industry
August 2005	Train new teachers	Project Staff, Core Team
August 2005 August 2005	100% of students in grades 10 and 11 are enrolled in one of four "Schools," or career strains, that will be integrated into their core curriculum of study.	"School" instructors, Project Staff, Resource Specialist, Core Team Teachers
September 2005	Begin semi-monthly student/teacher advisories	Project Staff, Academic Advisor/Advocate
December 2005	Review EXPLORE/PLAN inventory with students	MESH Team Teachers
October 2005	Expand Professional Speaker Series to grades 10-12.	Project Staff
7.00	A VEAR III—IMELNE	
	"Wall to Wall" SLC realized. (Includes all activities in Years I and II, while	e adding AP Euro History)
100	Year IV Sustainability Plan	
Specialist salary ar	ommunity sustained through district, local, State, and other Federal Funds. nd will continue to provide student curriculum, supplies, work-based experie ar IV and beyond. (District will also add AP Government in Year IV)	Specifically, district will sustain Resource ences, teacher advisories and teacher/staff

(2) (5 points) Time commitments of the project director and other key personnel are appropriate.

Both the Career Development Specialist (project director) and the Resource Specialist will provide full-time services to the project. In addition, the two building principals will devote 100% of their time to

realizing the proposed change. The assistant superintendent will devote at least 25% of his time assisting the Career Development Specialist to coordinate the overall project, while the superintendent will be involved at a level of at least 15%.

The professional trainer will allow at least 5% FTE for the project, while the evaluator will require approximately 10% FTE to complete site visits and formative and summative evaluations.

(3) (5 points) The qualifications, including relevant training and experience, of key personnel.

Career Development Specialist (1.0 FTE in-kind): Dana McVay holds a Masters degree in Secondary Counseling from Southwestern Oklahoma State University and has over 17 years experience as a Carl Perkins Counselor, Career Development Specialist, Tech Prep and Mentor Coordinator, Vocational Family and Consumer Science teacher, curriculum consultant, career coordinator, and administrator in career-technical education. As Career Development specialist, she will chair Grant committees; oversee all budget expenditures and reports; assist the curriculum coordinators in the development of technical and advanced academy courses; support and give guidance to building administrators, team leaders, and teachers during the implementation of all academies; serve as liaison to the Community/Industry Collaborators and Education committee; manage the work of the Grant Resource "School" Specialist, Professional Development Coordinator, and Partnership Facilitator; gather data for outside evaluator, and assist curriculum coordinators in career curriculum development.

Resource "School" Specialist (1.0 FTE To be Hired). Resource Specialist will work with community advisory committees to align business trends and standards with existing curriculum and new "Schools"; work with curriculum coordinators to align curriculum with business standards, as well as with expected State outcomes; consult with Oklahoma State Department of Education to keep abreast with expectations, trends, standards, as well as opportunities for Yukon SD; collect data from teachers, administrators and submit data to the Evaluator for analysis; complete required grant reports and report progress to the Steering Committee and Career Development Specialist; assist the Professional Development Coordinator and Partnership/PR Facilitator with specific needs and concerns; advise, nurture, and assist SLC teams members, Director and members of the Committee. Reports directly to Career Development Specialist. Assist with setting up training, disseminations, and assist career "Schools" staff in implementation.

Technical Advisor (.05 FTE) Grace Sammon, President of GMS Partners, Inc., has ten years experience in higher education and 15 years experience in 32 states creating and sustaining all aspects of career academies and small learning communities. Ms. Sammon was the Co-Founding Director of the National Career Academy Coalition, helping to foster a national definition on career academies. She assisted in setting the national goals for career academies that were embraced in 1999 by key U. S. Cabinet Secretaries and national organizations recognized for their work in high schools. Ms. Sammon serves as a national training expert, speaker, facilitator and workshop presenter in the areas of organizational change, school reform, team building, student employability programs, building advisory boards, teaching staff development and teacher externships, and high school small learning communities and career academies.

Project Evaluator (.10 FTE) Camille Stevenson, Owner of Grant Writing Specialists and Evaluation, has thirteen years experience administering, writing, and evaluating both State and Federal grants. A member of the American Evaluation Association, Ms. Stevenson has served as external evaluator for eleven types of U. S. Department of Education grants in the last thirteen years, as well as for other federal programs and private foundations. An Oklahoma-certified teacher with endorsements in five disciplines, Ms. Stevenson brings a breadth of training and experience in evaluating curriculum and its administration in the public school setting. Further, she holds a Masters of Philosophy from the University of Texas/Dallas and has nine years experience as an administrator and instructor in the higher education setting in both Texas and Oklahoma.

Also holding a Bachelor of Science in Business Administration, Ms. Stevenson has fourteen years auditing experience, first as an internal auditor for a national bank, and second, as an internal auditor for a Fortune 500 construction firm in Dallas, Texas. Her training and practical experience in both educational and business statistical analysis have proven to be invaluable as she evaluates program efficacy.

Resumes for the above staff are included as Attachment B. In addition, resumes have been included for school administrators who are directly responsible for the project's administration.

(4) Adequacy of resources. (5 points)

(A) The extent to which the budget is adequate and costs are directly related to the objectives and design of the proposed project.

The three-year budget of \$397,708 falls within the guidelines of Yukon's high school enrollment of approximately 2,000 students. Grant funds provide for a full-time Resource "School" Specialist who will develop and coordinate curriculum in the 9th Grade Academy and among the four Career "Schools." Travel funds will be used to attend the required Smaller Learning Community National conference, as well as regional workshops that will provide staff and administrators the tools to implement and sustain the project. Office supplies will be necessary to maintain basic office operations, as well as create and distribute inhouse career and interdisciplinary curricula to teachers. Purchased curricula will include materials particular to the 9th Grade Academy and each of the four Career "Schools." The training consultant will provide ongoing implementation training for teachers, staff, and administrators. The external evaluator will provide onsite visits, as well as regular formative and summative reports. "Other" funds will be expended for student work-based learning experiences. Indirect costs are a low 1.9%. Stipends will make it possible for teachers to make out-of-state site visits, as well as attend after-school, evening, and summer professional development training sessions particular to the implementation of the project.

(B) Applicant will use funds provided under the ESEA, the Carl D. Perkins Act, or other Federal programs, as well as other sources, to support the implementation of the project;

Throughout the planning stage for its Implementation Grant, Yukon Public Schools focused its efforts upon coordinating existing sources with the proposed application. The chart below provides a listing of the district's other sources of income that directly relate to the grant:

Carl Perkins	Project Staff and Professional Development	Johnson O'Malley	Tutoring
Title II	Staff Development	Title IV	Drug Counselor
Smart Start	Student Volunteers	Project 540	Civic Education
Open Door	After School Activities	IDEA	Special Ed. Svcs.
State of Oklahoma	AP Courses	State of Oklahoma	Alternative Education
Tech Now	Spec. Ed. Technology Training	Oklahoma Department of Career and Technology Education	Resources, Curriculum, Cash Donations

	그 회사의 가능한 사람들은 살아들이 나왔다면 가장이 가장한 때문을 가지 않는데 그렇다.	[] 하면서 이용이 어떤 대생활 [[생활] [생활하다] 그 없는 것이 되는 것 같아. []	Building Community Coalitions
Learn and Serve	Volunteers	Tech Prep Consortium	Grants

(C) The potential for continued support of the project after Federal funding ends.

As indicated in Column IV of the attached budget, Yukon Public Schools has committed \$169,083 in local funds for the three-year grant period and will continue to contribute these funds in Year IV and beyond. In addition, they will institutionalize the Resource "School" Specialist position, assuming his/her salary after the project is completed. Further, the district will continue to coordinate the Smaller Learning Community with the collaborators listed in the chart above. Finally, project staff will continue to solicit resources from business and industry.

(e) Quality of Project Evaluation (20 points).

(1) (4 points) Evaluation methods are thorough, feasible, and appropriate to the project.

The evaluation plan includes three types of evaluation indicators: Process Indicators,

Outcome Indicators, and Impact Indicators. <u>Process Indicators</u> will describe the development of
the Smaller Learning Community over the three year grant period and beyond. Implementation of project
strategies will be documented through meeting minutes, publicity, attendance rosters, pictures, video tapes,
participant surveys, and other appropriate measures.

Outcome Indicators will describe the effects of the project's specific strategies. The evaluator will determine the appropriate time and setting of data collection, also verifying that the requisite number of the target population is administered both pre- and post-tests of the core measures identified in the "Goals and Objectives" provided on page 18. To ensure fidelity, she will prescribe policies to preserve the integrity of data collection, making periodic audits to verify compliance. She will also collect anecdotal evidence to evaluate program participants' evaluation of the project's efficacy: surveys, informal interviews, and observation.

<u>Impact Indicators</u> will measure, over time, the combined actions of the school and community's efforts

Abstract

Yukon High School serves approximately 2,000 students in grades 9-12; the state average is 352. Further, while the state average district population is 5,800, over 27,000 persons reside in the large Yukon school district. Even more telling, the district's 300 persons per square mile represent a number 630% greater than the state average. A suburb of Oklahoma City, the state's capitol and largest city, the Yukon community faces the challenge of implementing quality education to a large high school population who by their very numbers are at risk.

Anecdotal and archival data confirm that Yukon high school students perform poorly on State tests, incidents of misbehavior and violence are on the rise, rates of drug and alcohol usage are higher than the already high state average, and the number of students passing Advanced Placement exams is down. Further gaps exist among all students and minorities, economically disadvantaged, and special needs students in ACT scores, State End-of-Instruction scores, and matriculation to colleges and technical schools.

Administration, teachers, parents, students, and community stakeholders have made the commitment to support the district's plan to make a significant paradigm shift from a traditional model to a more personal, cohesive model that incorporates interdisciplinary teaching within a 9th Grade Academy and career-themed "schools" at the 10-12 grade level. For the whole community agrees with **Absolute Priority** (2) established for Smaller Learning Community **Implementation Grants**: Helping all students to succeed in rigorous academic courses. All of the Yukon **3R Project's** (rigor, relevance, relationship) strategies and activities will be focused upon one overriding goal—the whole community assuming the responsibility of providing students the academic <u>rigor</u>, <u>relevance</u>, and <u>relationships</u> they need so that they can enter their post-secondary world with the tools they need for the next exciting stage of their lives.

to improve students' high school experience. The district will gather extensive data in Year I in order to establish an even more exhaustive list of benchmarks in order to chart student progress well into the future.

(2) (4 points) Collect and annually report accurate data for each of the required performance indicators;

As required per grant guidelines, Yukon the external evaluator will prepare annual reports that will include the following performance indicators: (1) percentage of students who score at the proficient and advanced levels on the State's End-of-Instruction exam, (2) school's graduation rate, (3) percentage of graduates who enroll in postsecondary education, apprenticeships, or advanced training for the semester following graduation, and (4) percentage of graduates who are employed by the end of the first quarter after they graduate. The project will report the above data for all students, plus disaggregated data for economically disadvantaged students, students from major ethnic groups, students with disabilities, and LEP students. The chart below also contains other indicators and their schedule for collection.

(3) (4 points) The extent to which the evaluation will collect additional qualitative and quantitative data:

The chart below provides the evaluation schedule for data collection of both qualitative and quantitative data. All data will be disaggregated to derive results for economically disadvantaged students, students from major racial/ethnic groups, students with disabilities, and LEP students.

- (A) Results of multiple measures of student academic achievement, including results that are disaggregated;
- (B) Rates of average daily attendance, year-to-year retention, and graduation that are disaggregated;
- (C) Satisfaction/perspectives of teachers, administrators, parents, and students at each school.
- (D) Extent to which the school is providing a safe and orderly environment for learning.
- (E) Progress of school in creating an environment where students develop relationships with caring adults.

	្ត ខេត្តដែកវិញ្ញា ស្រីស្មាន		
Attendance	Daily	Teacher Advisories Portfolios	Each Semester
Students Failing	Weekly	Service Learning	Monthly
Juvenile Offenders	Upon Occurrence	Job Shadowing	Monthly
Suspensions	Weekly	Extra-Curricular Activities	Monthly
Dropouts	Monthly	Local Core Measures	Each Semester
Drug/Alcohol Usage/Violence	Monthly	End-of-instruction Tests	Yearly
Participant Satisfaction	Monthly	ACT Participation Rate	Quarterly
AP Enrollment	Each Semester	ACT Scores	Quarterly
AP Test Completion	Yearly	Graduation Rates	Yearty
AP Test Success Rate	Yearly	College Remediation Rate	Yearly
Advisory Committee/Vision Team Implementation	Bi-monthly	Other Post-Secondary Education/Career Options	Each Semester
Concurrent Enrollment	Each Semester	Professional Development	Quarterly

(4) (4 points) Extent to which the methods of evaluation will provide timely and regular feedback to the LEA.

The evaluator will not only complete the required annual report to be submitted to the United States

Department of Education, but she will make at least five site visits per year, providing quarterly summative reports to the LEA who will then make program modifications on a more timely basis.

(5) (4 points) The qualifications and relevant training and experience of the independent evaluator.

In order to ensure the efficacy of the project's methods of evaluation, Yukon Public Schools will secure the services of an <u>external evaluator</u>, Camille Stevenson, M. A., owner of Grant Writing Specialists and Evaluation. A member of the American Evaluation Association, Ms. Stevenson has served as external evaluator for eleven types of U. S. Department of Education grants in the last thirteen years, as well as for other federal programs and private foundations.

An Oklahoma-certified teacher with endorsements in English, vocal music, speech/drama, and business, Ms. Stevenson brings a breadth of training and experience in evaluating curriculum and its administration in the public school setting. Further, she holds a Masters of Philosophy from the University of Texas/Dallas and is a doctoral candidate at the University of Arkansas/Fayetteville. Ms. Stevenson has served as an instructor at the University of Texas/Dallas, Richland Community College (Dallas), Northeastern State University, Tulsa Community College, Oklahoma State University/Tulsa, and University of Oklahoma/Tulsa in English, Philosophy, Ancient History, Native American Studies, and Grant Writing.

Also, holding a Bachelor of Science in Business Administration, Ms. Stevenson has fourteen years auditing experience, first as an internal auditor for a national bank, and second, as an internal auditor for a Fortune 500 construction firm. Her training and practical experience in both educational and business statistical analysis have proven to be invaluable as she evaluates program performance.

Budget Narrative

The three-year budget of \$397,708 falls within funding guidelines, as Yukon's high school enrollment is approximately 2,000 students. In addition to the narrative provided below, a detailed spreadsheet of line item cost, including in-kind contributions, immediately follows.

Personnel. Personnel costs are kept to a minimum, as 100% of the Career Development Specialist's salary will be paid via Carl Perkins funds. The cost for the Resource Specialist will decline each year, for the district will begin its efforts toward sustainability in Year II by paying \$7,000 of his/her salary. It will assume \$12,000 of that cost in Year III. Substitute costs are essential so that teachers and staff can make off-site visits to other projects; attend national, regional, and state trainings; and participate in professional development activities after school, in the evening, and during the summer.

Fringe Benefits. As detailed on the attached spreadsheet, fringe benefits include both local and federal retirement benefits. Again, the district will assume a portion of the fringe benefit costs as it pays a portion of the Resource Specialist's salary in Years II, and III.

<u>Travel</u>. Six staff, that will include administrators, project staff, teachers, and the project evaluator, will attend the required National Smaller Learning Communities Conference. In addition, it will be important for teachers and staff to attend regional and state trainings in project administration, teacher advisories, core academic areas, interdisciplinary teaming, career development, and other identified areas of training.

Equipment. None.

<u>Supplies</u>. Supply purchases will be minimal, as the school district and community stakeholders will provide many supplies as an in-kind contribution (see attached spreadsheet). Office supplies will be necessary to maintain basic office operations, as well as create and distribute in-house career and interdisciplinary curricula to teachers. Purchased curricula will include materials particular to the 9th Grade Academy and each of the four Career "Schools."

Contractual. The training consultant will provide ongoing implementation training for teachers, staff, and administrators. Her fee will decrease \$5,000 in Year II and another \$5,000 in Year III as her role diminishes. The external evaluator will provide onsite visits, as well as regular formative and summative reports. Her fee remains constant throughout the project.

Other. An average \$3.00 per student has been assigned to each high school student to cover work-based learning experiences—transportation, fees, and other costs that may arise.

Indirect Costs. The district's 1.91% indirect cost rate reflects the most recent negotiated rate provided by the Oklahoma State Department of Education.

<u>Stipends</u>. Provisions for stipends are essential so that teachers and staff can make off-site visits to other projects; attend national, regional, and state trainings; and participate in professional development activities after school, in the evening, and during the summer.

Yukon (Oklahoma) Public Schools(09l027) Smaller Learning Communities Program (84.215L)

	Year 1	Year 2	Year 3	in-Kind 3 Years	Source
Personnel					
Career Development Specialist				137,795	Carl Perkins
Resource "School" Specialist (1 FTE)	27,000	20,000	15,000	19,000	District
Substitutes for 10 days x 30 teachers x \$50 day	15,000	15,000	15,000		
Fringe Benefits					
Resource Specialist (26.727%) Retirement 7.527% FICA 7.65% Fed. Ret. 4.50% District Ret. 7.05%	7,216	5,345	4,009	42,283	District
Substitutes FICA 7.65%	1,148	1,148	1,148		
Travel					
National SLC Conference (1)					
Airfare 6 Staff x \$357 person	2,142	•	•		
Lodging 6 Staff x 3 nights x 189	3,402	3,402	-		
Airport Transportation \$25/trip x	100	100	100		
2 (1 round trip) x 2 cabs Per Diem: 6 Staff x 3 days x \$30 day	540	540	540		
Conference Registration 6 Staff x \$200/person	1,200	1,200	1,200		
Regional Workshops					
Airfare 3 staff x \$297/person	891	891	891		
Lodging 3 Staff x 3 nights x 85	765	765	765		
Per Diem: 3 Staff x 3 days x \$30/day	270	270	270		
Airport Transportation x \$25/trip x 2 (1 round trip)	50	50	50		

Odedo Blackingo (2)	Year 1	Year 2	Year 3	In-Kind 3 Years	Source
State Meetings (2)					
Lodging: 3 Staff x \$85 night x 2 meetings	510	510	510		÷
Mileage: 200 miles/meeting x 2 meetings x .36/mile	144	144	144		
Supplies					
Office Supplies	850	850	850		
DVD players for Keystone Class Graduation Medallions/Ribbons "Identity" Items for Schools				700 4,500 1,800	District District District
EPAS Test (Grade 9) Discover Career Planning Software \$2,100/center 1st Year/\$300 year maintenace				9,960 4,800	State Dept. of Educ.
Explore/Plan Tests				15,000	District
Resourse Materials/Curriculum: Freshmen Academy: 500 students x \$10/student	5,000	5,000	5,000	22,500	District
Capstone Curriculum	2,500	2,500	2,500	•	
Agendas				22,500	District
School of Health and Human Services: 375 students x \$6 student	2,250	2,250	2,250	9,450	District
School of Government, Law and Public Service: 375 students x \$6 student	2,250	2,250	2,250	9,450	District
School of Fine Arts and Information Technology: 375 students x \$14	5,250	5,250	5,250	9,450	District
School of Business, Marketing, and Engineering: 375 students x \$21 student	7,875	7,875	7,875	9,450	District
Equipment	0	0	0		

Contractual

	Year 1	Year 2	Year 3	in-Kind 3 Years	Source	
Training Consultant/Technical Assistance: GMS Partners, Inc.	18,000	13,000	8,000			
Evaluation: Grantwriting Specialists and Evaluation	10,000	10,000	10,000			
Other						
Student post-secondary work-based learning: \$3/student x 2000 students	3,000	3,000	3,000		, '	
Advanced Placement classes for staff \$95/hour	<u>0</u>	<u>o</u>	<u>o</u>	33,750	State Dept. of Educ.	
Total Direct Costs	117,353	103,482	92,146			
Indirect Costs @ 1.91%	2,241	1,977	1,760			
Stipends	•					
Teacher Professional Development \$25/half days or evening x 15 days x 30 teachers	11,250	11,250	11,250			
\$50/full day x 10 days x 30 teachers	15,000	15,000	15,000			
\$75/full day x 2 days x 20 teachers Site visit to Junction City, Kansas				3,000	District	
Subtotal: Years I, II, and III	145,844	131,708	120,156	355,388	(Total In-kind)	
Total 3-Year Budget			397,708			

General Education Provisions Act (GEPA) Equitable Access and Participation Section 427

Yukon Public Schools and the proposed Smaller Learning Communities Program Grant (CFDA #84.215L) assure compliance with section 427 of the General Education Provisions Act. Yukon Public Schools ensures equitable access to, and participation in, the Smaller Learning Communities Program Grant, as well as all other federally funded programs for students, teachers, and other program beneficiaries with special needs.

Yukon Public Schools foresees no reason the facilities, staff, or any element of the program will impede access to services available at this time. However, if for any reason any of the above are limited in any way by facilities, staff or any element of the program, all steps necessary will be taken to ensure equal access to all students, teachers, community members or other program beneficiaries with special needs.

Yukon Public Schools assures equal access to the Smaller Learning Communities

Program Grant to special needs students and will follow the guidelines of Individual Education

Plans (IEP) implemented during the regular school day.

Yukon Public Schools will make a special effort to provide access equally to each gender through special news releases, male and female staff, equal time access, gender equitable curriculum, and instructional equality.

Finally, a plan to ensure equal dissemination of information to Native American, Afro-American, and Hispanic students and families includes working with surrounding Indian Nations and Hispanic and Afro-American communities to disseminate information about the project, and to provide equal services to all, regardless of race and/or cultural background.

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(a) Need for the project.

	(1)	Assist schools with greatest need.	,
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		(B) More intensive and individualized educational counseling and career and college guidance.	12
		(C) Increase attendance, transition to 10th grade, and improve graduation rate.	12
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	(3)	implement accelerated learning strategies and interventions that—	
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		(C) Are grounded in scientifically based research.	14
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(a) Need for the project. (10 points).

- (1) (5 points) Assist schools that have the greatest need for assistance,
 - (A) Student performance on State assessments in reading/language arts and mathematics.

The need for implementing systemic school reform is evident upon reviewing the academic performance of Yukon Public Schools' secondary students in the targeted core academic areas. The chart below indicates that an alarming 83% of Yukon students did not perform satisfactorily on the 2003 Algebra I State of Oklahoma End of Instruction Test. Thirty-six percent (36%) did not perform satisfactorily in English II, while 64% scored less than satisfactorily in Biology.

Gubject	Yukon Advanced	State Advanced	Yukon Satisfactory	State Satisfactory	Yukon Limited Knowledge	State Limited Knowledge	Yukon Unsatisfactory	State Unsatisfactory
Algebra I	2%	9%	15%	13%	60%	52%	23%	26%
English II	39%	31%	24%	31%	17%	21%	19%	17%
Biology	11%	8%	33%	37%	22%	24%	33%	31%

(B) Gaps in student performance in State reading/language arts and math assessments.

Disagregate Date	Advanced	Satisfactory	Limited Knowledge	Unsatisfactory
Amer. Indian	0%	0%	100%	0%
Asian	0%	14%	86%	0%
Black	0%	0%	67%	33%
Hispanic	0%	31%	46%	23%
Other Minority	6%	6%	44%	44%
White	2%	15%	59%	23%
Free/Reduced Lunch	4%	18%	50%	29%
Non Free/Reduced	2%	14%	62%	22%
Special Education	0%	0%	11%	89%
High Mobility	7%	15%	46%	31%

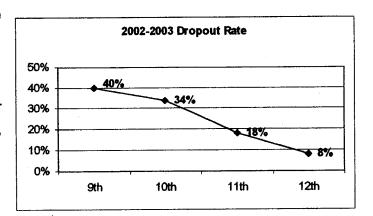
The chart to the left indicates that most Yukon students performed poorly on the recent State Algebra I End of Instruction Test.

Disaagregate Date	Advanced	Satisfactory	Limited Knowledge	Unsatisfactory
Amer. Indian	35%	18%	18%	29%
Asian	55%	27%	9%	9%
Black	33%	33%	0%	33%
Hispanic	39%	28%	17%	17%
Other Minority	25%	42%	17%	17%
White	40%	24%	18%	19%
Free/Reduced Lunch	31%	27%	12%	31%
Non Free/Reduced	40%	24%	18%	18%
Special Education	4%	18%	25%	54%
High Mobility	28%	19%	19%	35%

However, four groups of students scored less than satisfactorily on the **State English II End-of-Instruction Test** at rates much higher than other students: American Indians (47%), the Economically Disadvantaged (43%), Special Education students (79%), and High Mobility students (54%):

(C) The school's graduation rate, and gaps in the graduation rate;

Yukon School District reported eighty-nine dropouts/no shows for grades 9-12 in 2002-2003 (4.5%). The chart clearly demonstrates the need for intensive intervention activities for Grade 9 students, as they comprise the largest percentage of the total dropouts per year.



In addition, minorities make up a disproportionate number of those students not graduating. Records for the first three quarters of this school year indicate that Black and Hispanic students are dropping out at rates far greater than those for Caucasian and

other minority students: Ethnic **Enrollment** Percent of **Enrollment** Percent of Ethnic Identification Percentage **Dropouts** Identification **Dropouts** Percentage Caucasian 74% Black 1% 13% 88% 9% Amer. Ind. 5% 4% Hispanic 3% 3% 0% Asian

(D) Disciplinary actions/reported incidents of violence and of drug and alcohol use;

During the 2002-2003 school term, 1 of every 24 students received short-term suspensions (10 days or less). One in 172 received long-term suspensions of more than 10 days. The incidences of <u>violence</u> in the district continue to rise, with both

students and teachers all too often facing threats at school:

Description	2002-2003 incidences	Description	2002-2003 Incidences
Aggravated Assault/Battery	57	Bullying	421
Fighting	167	Weapons	16

Behaviors (Youth Risk Behavior Survey)	State Rate	(5th Careté	76 344	Sin Grada	9th Grade	10h Grada	.
At least one drink last 30 days	14 1/2%	12%	17%	34%	12%	62%	58%
Binge Drinking—last 30 days	10%	0%	12%	19%	26%	51%	44%

Sources:

(State) 2000 National Household Survey on Drug Abuse; (Local) Youth Risk Behavior Survey, administered randomly at Yukon Public Schools, May 2002.

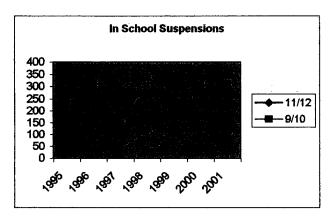
Alcohol. Results of the Youth Risk Behavior Survey administered in 2002 to Yukon High School students revealed what school staff and parents have long suspected: alcohol is a major problem among Yukon's youth.

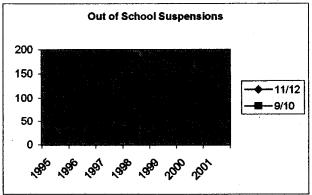
Illegal Drugs. Further, the Youth Risk Behavior Survey indicated that Yukon students are using marijuana and cocaine at rates higher than those for the state:

Behavlors (Youth Risk Behavlor Survey)	State Rate	. 61h Grada	7th Grada	8th Grada	gala Grada	10 th Grada	11# 966
Used Marijuana last	6%	4%	0%	13%	12%	29%	14%
30 days							
Used Cocaine at	4%	0%	0%	0%	20%	22%	12%
least one time							

Sources: (State) 2000 National Household Survey on Drug Abuse; (Local) Youth Risk Behavior Survey, administered randomly at Yukon Public Schools, May 2002.

Therefore, the charts below indicate the upward trend in suspensions that correlate with the destructive behaviors discussed above.



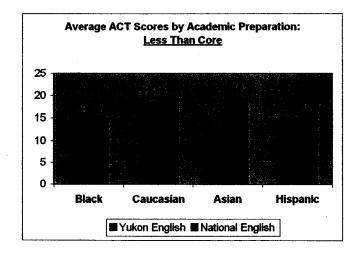


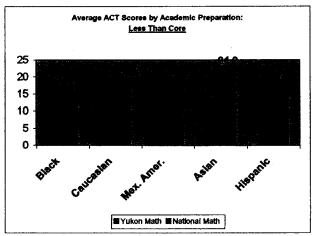
Grades 9/10 In-school Suspensions increased 29% from 1995 to 2001, with Grades 11/12 remaining a high 106. Grades 9/10 Out-of-School Suspensions increased 44% from 1995 to 2001, with Grades 11/12 experiencing a dramatic increase of 67% for that same period.

(E) The percentage of graduates who enroll in postsecondary education, apprenticeships, or advanced training after graduation, and gaps among student groups.

Sixty-three percent of students completed Yukon's college-bound curriculum in 2002; however 31.5% of those attending college required remediation, particularly in math. It is noteworthy that no Black students completed the ACT recommended college-bound curriculum in either math or English. The charts below indicate the low ACT Math and English scores experienced by students who did not take the ACT Recommended "Core or More" Curriculum.

English scores for Hispanics and Asians are dramatically low as compared to the National average, making it difficult to enter Oklahoma colleges. The same is true for Math. With the exception of Black students, who performed close to the national average, all other students performed below the national average, with Asian and Hispanic scores of particular concern.





CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110—

- A. The applicant certifies that it and its principals:
- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and
- B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an on-going drug-free awareness program to inform employees about:
- (1) The dangers of drug abuse in the workplace;
- (2) The grantee's policy of maintaining a drug-free workplace;
- (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
- (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
- (1) Abide by the terms of the statement; and
- (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
- (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
- (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state ode)	, zip
· · · · · · · · · · · · · · · · · · ·	
Check if there are workplaces on file that are not ide nere.	entified

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF AF Yukon (Ol	PPLICANT klahoma) Independent School District	PR/AWARD NUMBER AND / OR PROJECT NAME Smaller Learning Communities Program
	m Spaeth, Superintendent of Schools	TATIVE
SIGNATURE	William Sprett	DATE 4-21-04

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion — Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

- 1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
- 2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
- The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
- 4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," " person," "primary covered transaction," " principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
- 5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

- 6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
- 7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
- 8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
- 9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT Yukon (Oklahoma) Independent School District	PR/AWARD NUMBER AND/OR PROJECT NAME Smaller Learning Communities Program
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Dr. William Spaeth, Superintendent of Schools	
SIGNATURE Spart	DATE 4-21-04

ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)



Certification of Eligibility for Federal Assistance in Certain Programs

I understand that 34 CFR 75.60, 75.61, and 75.62 require that I make specific certifications of eligibility to the U.S. Department of Education (ED) as a condition of applying for Federal funds in certain programs and that these requirements are in addition to any other eligibility requirements that ED imposes under program regulations. Under 34 CFR 75.60 - 75.62:

- I. I certify that:
 - A. I do not owe a debt, or I am current in repaying a debt, or I am not in default (as that term is used at 34 CFR Part 668) on a
 - To the Federal Government under a nonprocurement transaction (e.g., a previous loan, scholarship, grant, or cooperative agreement); or
 - For a fellowship, scholarship, stipend, discretionary grant, or loan in any program of ED that is subject to 34 CFR 75.60, 75.61, and 75.62, including:
 - Federal Pell Grant Program (20 U.S.C. 1070a, et seq.);
 - Federal Supplemental Educational Opportunity Grant (SEOG) Program (20 U.S.C. 1070(b), et seq.):
 - State Student Incentive Grant Program (SSIG) 20 U.S.C. 1070c, et seq.);
 - Federal Perkins Loan Program (20 U.S.C. 1087aa, et seq.);
 - Income Contingent Direct Loan Demonstration Project (20 U.S.C. 1087a, note);
 - Federal Stafford Loan Program, Federal Supplemental Loans for Students [SLS], Federal PLUS, or Federal Consolidation Loan Program (20 U.S.C. 1071, et seq.);
 - William D. Ford Federal Direct Loan Program (20 U.S.C. 1087a, et. seq.);
 - Cuban Student Loan Program (20 U.S.C. 2601, et seq.);
 - Robert C. Byrd Honors Scholarship Program (20 U.S.C. 1070d-31, et seq.);
 - Jacob K. Javits Fellows Program (20 U.S.C. 1134h-1134l);
 - Patricia Roberts Harris Fellowship Program (20 U.S.C. 1134d-1134g);
 - Christa McAuliffe Fellowship Program (20 U.S.C. 1105-1105i);
 - Bilingual Education Fellowship Program (20 U.S.C. 3221-3262);
 - Rehabilitation Long-Term Training Program (29 U.S.C. 774(b));
 - Paul Douglas Teacher Scholarship Program (20 U.S.C. 1104, et seq.);
 - Law Enforcement Education Program (42 U.S.C. 3775);
 - Indian Fellowship Program (29 U.S.C. 774(b));
 - Teacher Quality Enhancement Grants Program (20 U.S.C. 1021, et seq.);

OR

B. I have made arrangements satisfactory to ED to repay a debt as described in A.1. or A.2. (above) on which I had not been current in repaying or on which I was in default (as that term is used in 34 CFR Part 668).

CFDA 84.215L

II. I certify also that I have not been declared by a judge, as a condition of sentencing under section 5301 of the Anti-Drug Abuse Act of 1988 (21 U.S.C. 862), ineligible to receive Federal assistance for the period of this requested funding.

I understand that providing a false certification to any of the statements about the basis of this certification, for civil penalties, and for criminal prosecution	
(Signature) Spacet	4-21-04
(Signature)	(Date)
Dr. William Spaeth, Superintendent of Schools	
(Typed or Printed Name)	

Name or number of ED program under which this certification is being made: ED 80-0016 (Revised 2/01)

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

- Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
- Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
- Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
- Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
- Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
- 6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation

- Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
- 7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
- Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

- Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
- 10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
- 11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

- Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
- 13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
- 14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
- 15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
- 16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
- 17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
- Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Jr. William Spacet	Superintendent of Schools
APPLICANT ORGANIZATION	DATE SUBMITTED
Yukon (Oklahoma) Independent School District	4-21-04
i,	

DISCLOSURE OF LOBBYING ACTIVITIES

Approved by OMB 0348-0046

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

(See reverse for public burden disclosure.) 1. Type of Federal Action: 2. Status of Federal Action: 3. Report Type: a. bid/offer/application a. initial filing a. contract b. initial award b. material change b. grant For Material Change Only: c. cooperative agreement c. post-award d. loan year _____ quarter ____ e. loan guarantee date of last report f. loan insurance 5. If Reporting Entity in No. 4 is a Subawardee, Enter Name 4. Name and Address of Reporting Entity: and Address of Prime: Subawardee ☐ Prime Tier ____, if known: > Congressional District, if known: Congressional District, if known: 6. Federal Department/Agency: 7. Federal Program Name/Description: CFDA Number, if applicable: 9. Award Amount, if known: 8. Federal Action Number, if known: 10. a. Name and Address of Lobbying Registrant b. Individuals Performing Services (including address if (if individual, last name, first name, MI): different from No. 10a) (last name, first name, MI): NOT APPLICABLE 11 Information requested through this form is authorized by title 31 U.S.C. section Signature: 1352. This disclosure of lobbying activities is a material representation of fact Print Name: Dr. William Spaeth upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for Title: Superintendent of Schools public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less that \$10,000 and not more than \$100,000 for Telephone No.: (405) 354-2587 Date: each such failure **Authorized for Local Reproduction** Federal Use Only: Standard Form LLL (Rev. 7-97)

Appendix A

School Report Card

FROM THE PRINCIPAL:



2001-2002 SCHOOL REPORT CARD

YUKON HIGH SCHOOL

YUKON PUBLIC SCHOOLS 1000 YUKON AVE, YUKON, OK 73099-3884 Telephone (405) 354-6661 Offering Grades 9-12

From the Education Oversight Board:

Through these School Report Cards, the Office of Accountability and the Education Oversight Board have brought to parents and public school patrons measures of school performance. The Education Oversight Board's own "70% Performance Benchmark," shown below, challenges schools to have at least 70% of their "Traditional" students scoring Satisfactory or above in each subject area of the Oklahoma Core Curriculum Test. Schools have worked hard to meet this challenge.

A wealth of other information is also included on this report card. The Community Characteristics section describes the size and socioeconomics of the community being served. The Educational Process section presents statistics on how education is delivered to students and includes information on school accreditation, school errollment, teacher qualifications, teacher experience, and school administration.

As an involved parent or patron I urge you to weigh the student performance information and determine for yourself the quality of the education being provided. Compare your school's report card with that of another school. Where your school is strong, acknowledge the good work. Where the school is weak, work with staff to improve it. Become a partner to education at both your school and within your district.

incerely,

Pete Churchell

T.D. "Pete" Churchwell, Chairman Education Oversight Board

70% Performance Benchmark for Oklahoma Core Curriculum Tests

	English II	U.S. History	Algebra I	Biology I
End-of-Instr.	^	>	Available in 2007	Available in 2002-03 School Year

The 70% Performance Benchmark requires that the school have at least 70% of the students tested score Satisfactory and above in each subject area of the Oklahoma Core Curriculum Tests.

Benchmark was Met

- Benchmark was Not Met

NA = Not Applicable

DNA - Data was Not Available

** = Too few students were tested for results to be released under federal privacy laws.

Need more Information?
Want report cards for other schools?

Want report cards for other schools:
Visit the Office of Accountability web site at:

www.SchoolReportCard.org

Community Characteristics	cteristics		2001-2002 Selvant Educational Process	Falmentinual Proces		Oranes: 5-12
					3	
	School District	rict State Average	Accreatistion: School was accredited with no deficiencies.	ficiencies.		
Caucasian	88	88% 64%	Classroom & Administration Characteristics		District Total	High School
Black	%		Student Euroliment (Fall 2001)	1 895 0	5 848 O	State Average
Asian			_		324.4	22.2
Astrice & precions			_	TE) \$34,632	\$34,375	\$35,005
Average Property Valuation per Student (2003)	4% 5%	5% 17% 17% 17% 17% 17% 17% 17% 17% 17% 17		2.	27.7%	31.8%
25	11% 22		Average I ears of Experience - Regular Classroom Teachers (FTE) Special Education Teachers (FTE)		12.7	12.9
				8.0	28.0	2.2
Zooo Census Duin			Teacher Assistants (FTE)	9.3	53.2	1.7
District Population	29,305		Administrators (FTE)		28.2	4.
Unemployment Rate	~ "	%9 15% 3% st.,	[2001-2002 HS Curriculum (Units Offered in Selected Subject Areas)	ted Subject Areas)		
Average Household Income	\$52,848	35	_	35.0		2
Single-Parent Farmilies	. 23		_:-	0.62		7 4
Highest Educational Level for Adults Age 25+			Math	0.6		
College Degree	32.5			9.0		5.5
Less than 12th Grade Education	3 2	12%		8.0		5.2
	ſ		Total	7.0	i	3.3
Freparation, Motivation and Parental Support			LOCAL STATE OF THE PARTY OF THE	0.66		34.4
1st-3rd graders in need of Reading remediation	24%	30%	HS End-of-Instruction - "Traditional" Students	English II % Tested as "Trad.":	": Site: 81%	State: 87%
A versos Number of Days About an Conference	21% 62%			US History % Lested as Trad.: Site: 78% State: 88%	Site: /8%	State: 88%
Mobility Rate (Treeming Students)			76 6x			
There was 1 succession for every southers	2%	%/)	\$ k	Algebra I and Biology I end-of-instruction	f-instruction	
	24.0 22.4	13.6	ope	tests are scheduled to begin with school year	th school year	
£ys	•	_	Sental	Z(M)Z-Z(M)3.		
2001-2002 Juvenile Offenders & Offenses (Office of Juvenile Affairs)	Tice of Juveni	le Affairs)				
Invenile crime statistics are provided as another indicator of the environment in which	of the environme	nt in which		ool State Average		
schools must operate. In most cases the offenses reported were not committed at school.	ere not com mica	ed at school.	1 -3 CARC TARE			
			2001-2002 Student Performance	nt Performance		
Of those charged each averaged offensels	127.1	•				
Of those charged, were alleged gang members.	-					High School
Cumbole Head on Description	1.		Dropout Rate RM	Lhis School		State Average
Sympous Usea on Report Cara:	a:		Number of Graduating Seniors	3.1%	3.1%	3.9%
ADM = Average Dally Membership (Average Enrollment)	Surollment)		Average GPA of HS Seniors (2002 Seniors)	2.9	. 6	5.5
FTE = Full Time Equivalent			Career-Tech Occupationally-Specific Program Participation (Class of '99-'01)	35	35.2%	39.5%
NA = Not Applicable			Career-Tech Occupationally-Specific Program Completion (Class of 99~01)		88.9%	82.7%
FTP = Charl District Entrant Comment of the Pro-	77		ACT Participation Rate (Class of 2002)	64.0%	64.0%	67.3%
DNA = Date Not A 121. Com B 1	Useable Data		Average ACT Score (Class of 2002)	21.5	21.5	20.6
RM = Revised Methodology	ency		HS Graduates Completing Regents' College-Bound Curriculum	63.2%	63.2%	71.0%
Same 1			Out-of-state College-Going Rate	1.5%	1.5%	6.7%
of Accountability	ility		Objections College-College Rate (95-01)	62.3%	62.3%	20.9%
(3) 655 Research Parkway, Suite 303	•		in Math Findish Science or Beading (100-101)	60.00	i	
Oklahoma City, OK 73104			Oklaborna College Freshmen with GPA 2 0 or Above (99~11)	31.5%	31.5%	35.6%
(405) 225-9470 Fax: (405) 225-9474	1-9474		Oklahoma College Completion Rate ('93~95)	15.3%	15.9%	13.2%
Web Address: www.SchoolReportCard.org	tCard.org			D/ A:Ct	45.9%	38.0%
			_			

Appendix B

Resumes

Dana McVay, Career Development Specialist
Camille Stevenson, External Evaluator
Grace Sammon, Trainer and Technical Advisor
Kent Mathers, Assistant Superintendent
Dyton Coleman, Principal, Grades 11-12
Shirley Tucker, Principal, Grades 9-10

Dana L. McVay (b)(6) E-Mail Dana.McVay@yukonps.com

EXPERIENCE

08/01/87

to

Present

Yukon Public Schools

600 Maple, Yukon, OK

Career Development Specialist(3years)

- ♦ Director of Smaller Learning Communities
- ♦ Administration of Carl Perkins
- ♦ Director of Career and Technology
- ♦ Serve as Testing Liaison between YPS and Oklahoma State Department of Career and Technology Education
- ♦ Serve as Advisor to El Reno Public Schools Health Cluster
- ♦ Serve as Advisor to Redlands Community College Nursing Program
- ♦ Designed and implemented Medical Professions Academy
- ♦ Developed Hospitality/Tourism Program of Study
- ♦ Coordinate the Tech Prep Program for Yukon High School
- ♦ Coordinate the Mentor Program for Yukon High School
- ◆ Coordinated the Educational Planning and Assessment System (EXPLORE/PLAN)
- Taught Vocational Family and Consumer Science (14 years)
- ♦ Advised Family Career and Community Leaders of America (13 years)
- ♦ Named Teacher of the Year for Yukon High School, 1999-2000

Student Assistance Program

- ◆ Facilitated Young Mothers' Group
- ♦ Co-Facilitated Feelings Group, and Concerned Others Group
- ♦ Participate as a Grief Counselor
- ♦ Served as Effective Member of Core Team
- ♦ Facilitated Feelings Group Canadian Valley Technology Center

08/85 to 05/87 Blackwell Public Schools

Blackwell, OK

Teacher

Substituted and completed duration of need work

EDUCATION

Southwestern Oklahoma State University

Weatherford, OK

♦ M. Ed. in Secondary Counseling, May 1996

Northwestern Oklahoma State University

Alva, OK

♦ B.S. in Vocational Home Economics, May 1986

CAMILLE STEVENSON

(b)(6)

EDUCATION

M.A., May 1993

University of Texas/Dallas Emphasis: Philosophy

B.S., May 1979 Magna Cum Laude

Northeastern State University, Tahlequah, Oklahoma

Majors: Business Administration, Music

Minors: Management, Accounting, Language Arts

TEACHER
CERTIFICATION
(OKLAHOMA)

Business

Music

Language Arts Speech/Drama

GRANT ADMINISTRATION

Grant Writing Specialists, Owner (1994-Present)

Provide grant design services for public schools and non-profit organizations, technical assistance in project implementation, and evaluation services (\$7,987,432 in active grants).

Experience writing and evaluating federal grants: Title VII, Goals 2000, 21st Century Community Learning Centers, Improving Literacy through Libraries, Community Technology Centers, Teaching American History, Early Reading First, Department of Justice Drug-Free Communities Support Program, Federal Emergency Management Agency (FEMA).

State sub-grants: Community Education, Character Education, Technology, IDEA (Special Education), Renovation, SICA Alcohol and Other Drug (ATOD) Coalitions (Yukon Public Schools and McIntosh County Coalition),

Private Foundations: Women's Sports Foundation, Inasmuch Foundation.

University of Oklahoma Native American Center of Excellence (1992-1994)
Project Director: Administered federal grant designed to recruit Native
Americans to pursue careers in medicine and dentistry.

AUDITING

Centex Construction Company, Dallas, Texas (1983-1992) Internal Auditor for international Fortune 500 construction firm.

<u>First National Bank, Tahlequah, Oklahoma (1978-1981)</u> Internal Auditor responsible for daily reconciliation of bank operations. **TEACHING**

Oklahoma University/Tulsa, Tulsa, Oklahoma (2000)

Adjunct Instructor: Philosophy

Oklahoma State University/Tulsa, Tulsa, Oklahoma (2000)

Adjunct Instructor: Ancient History

Tulsa Community College, Tulsa, Oklahoma (1999-2000)

Adjunct Instructor: Language Arts/Speech

Northeastern State University, Tahleauah, Oklahoma (1994)
Adjunct Instructor: Language Arts, Native American Studies

Grant Writing

University of Texas/Dallas, Dallas, Texas (1991-1992)

Adjunct Instructor: Philosophy

Richland Community College, Dallas, Texas (1991-1992)

Adjunct Instructor: Language Arts

HONORS

Who's Who in American Colleges and Universities, 1978

Outstanding Business Student, Northeastern State University, 1978

Alpha Chi National Honor Society, 1977

Rho Theta Sigma National Honor Society, 1976

President's Leadership Class Full Scholarship Award (NSU), 1975-1979

Native American Scholars Scholarship Award, 1975-1979

MEMBERSHIPS

American Evaluation Association
Oklahoma Education Association
National Indian Education Association
National Minority Education Association

GRACE SAMMON PRESIDENT, GMS PARTNERS, INC

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	<u> </u>
	2/(6)
	b)(6)
	301-649-6354; fax: 301-593-0688; e-mail: gms@gmspartnersinc.org

Ms. Sammon is President and founder of GMS PARTNERS, INC. an educational consulting firm specializing in high school reform strategies; developing creative linkages and collaborative efforts between schools and business; and, in establishing and developing high school small learning communities and career academies.

GMS focuses on five critical areas of reform: data driven management, creating a climate for success, establishing and sustaining personalized teaching and learning environments, establishing strong community and post-secondary partnerships, and looking at curriculum that both engages students and helps them meet with success.

Established in 1987, GMS has provided services to educators and others in 32 states in urban, suburban, rural, and Native American lands.

Ms. Sammon was the Co-Founding Director of the National Career Academy Coalition; helping to foster a national definition on career academies. She assisted in setting the national goals for career academies that were embraced on May 25, 1999 by key US Cabinet Secretaries and national organizations recognized for their work in high schools.

She is currently working on a new book: <u>Battling The Hamster Wheel: Confronting Low Expectations and the Status Quo.</u>

<u>Accomplishments</u>

- O Serves as a nationally training expert, speaker, facilitator and workshop presenter in the areas of organizational change, school reform, team building, student employability programs, building advisory boards, teaching staff development and teacher externships, and high school small learning communities and career academies, with experience in urban, suburban, and Native American communities in 29 states;
- O Authored: Creating and Sustaining Small Learning Communities: A Practitioner's Guide and CD ROM Tool Kit for Career Academies and Other Small Learning Communities
- O Co-Authored: "Principles of Partnership", Principal Leadership Magazine, NASSP
- O Co-Authored: "Developing a Strategic Approach to Staff Development", Principal Leadership Magazine, NASSP
- O Established partnerships with school-systems, business, government and professional associations nationally, including the American Society for Public Administration, the International Association of Chiefs of Police, the Career Academy Support Network at UC Berkeley, American Society for Industrial Security, US Treasury, US Department of Health and Human Services, Florida State Department of Education, and NOVA/Southeastern University.
- O Authored: "School-to-Careers: A Facilitator's Guide to Implementation", National School-to-Work Office
- O Authored: "The Challenge of Change", The High School Magazine, NASSP
- O Authored: "Career Academies: Training Students Across the Country", Careers in Health Magazine
- O Co-Authored: Positive Choices, Covenant House Washington
- O PBS Documentary "Across the River" featured GMS Partners' work on career academies. The featured school has a traditional 29% graduation rate. The documentary focused on the 91% graduation rate in the academy program.

PAGE 2

- O Coordinated national conferences and local training opportunities.
- O Authored manuals for school-to-work transition: <u>Brief-cases</u>; <u>INSIGHTS</u>, <u>SHADOWS</u>, <u>MENTORS</u> and <u>INTERNS</u> 101, 102, 103 for student work experiences & portfolio development.
- O Created "Metro MANIA: The Great Train Ride Through Washington" board game.
- O Creator: "Corporate CAMP: Youth Entrepreneurial Training"
- O Author, <u>Capital Critter Project</u>; <u>Community Classroom Cooking Project</u>, and <u>Heritage Day Lunch</u>; (integrated school/work-based curriculum for middle schools).
- O Designed, co-authored and edited comprehensive curricula for the US Navy: Sailing Through History with the USS Barry; and Where in the World is the US Navy Today.

Sample contracts:

- O Houston Public Schools: work with 7 schools to partner support for Annenberg and HISD for school reform and smaller learning community implementation.
- O Detroit Public Schools: work with 10 schools to create effective smaller learning communities,
- O Baltimore City Public Schools: work with 8 schools to create effective smaller learning communities,
- O Baltimore City Public Schools: support and help design "academic coaching model" for 300 coaches in K-8 schools.
- O State Department of Education, Louisiana: work statewide to create effective smaller learning communities
- O Thornton Township Schools/District 205: support all levels of reform
- O US Department of Education -consulting and technical assistance support to the Federal Small Learning Community staff;
- O US Department of Health and Human Services: assistance with academy development of Health and Human Services Academy; and the creation of a national network of health-career focused elementary, middle and high school programs and services.
- O Johns Hopkins University's Talent Development High Schools (TDHS) with Career Academies specialist in developing the career academy component of the TDHS model and providing technical assistance to sites.
- O Baltimore City Public Schools co-developed the nationally recognized "Blueprint for High School Reform" which resulted in over 20 million dollars in grant support and served as the catalyst for reforming Baltimore's needlest high schools. Provided technical assistance to Baltimore at the district, intermediary and school level.
- O Oklahoma Career Tech developed, wrote, and delivered on-line workshops for work-based learning and the development of small learning communities.
- O Putnam City Public Schools, Oklahoma developed high school advisory curriculum manual and related training; provided technical assistance in all areas of small learning community development.
- O Covenant House Washington: Creating a train the trainer manual, and related curriculum experiences for Leadership and Pregnancy Prevention program; delivering train the trainer modules;
- O District of Columbia Public Schools: Coordination and Technical Advisor support for the entire School-To-Careers committee management.
- O Fedora Academy: whole school reform, staff development, and work-readiness experiences for emotional disturbed students.

PAGE 3

- O High Intensity Drug Trafficking Area (HIDTA), a part of US Justice's and University of Maryland's initiative to address issues of violence in communities. Services included sessions on academies, building national coalitions, and building community support; also served as conference design and support;
- O STC Technical Assistance provided through the National School to Work Office in DC, Florida, Indiana, Maryland, Ohio, Omaha, South Carolina, South Dakota, and Utah:
- O The Business Institute for Educators (involving over 60 businesses): training over 1800 educators from 12 school systems, managing and developing training opportunities and experiences for school system personnel;
- O District of Columbia Public Schools: staff training modules; school-to-careers (STC) planning team; school to career training for parents, principals, STC coordinators, and development of promotional materials for STC; team building and staff development around academy initiatives;
- O District of Columbia Department of Employment Services: School-to-Work planning team;
- O Project ACCORD: management and development of programs and materials for the DC Public Schools' Academy high school work-readiness programs and innovative curriculum middle school programs, coordination of and technology activities for program focused on authentic learning, computer instruction, created business resource development, and developed all report writing for Congressional initiative;
- O Public Service Academy Task Force: creation, supervision of INTERNS program;
- O Calvert County Public Schools: designing school-to-work model, writing curriculum:
- O RAND Corporation: evaluation and assessment;
- O US Navy: video tele-training on school-to-work and Discovery-based learning; create character development programs at 10 sites around the globe; co-authored multi-use curriculums partnering Navy museum and Navy ships with school communities;
- O Friends of the Academy: student leadership training, teacher training, summer camp;

Community Service:

Member Middle States Evaluation Committee, Good Counsel HS, MD (1 year)

HIDTA Prevention Task Force Committee (2 years)

Member, Task Force, Anacostia High School's Public Service Academy (7 years) Member, Steering Committee, Academy of Law Justice and Security (4 years) Member, Partners Council, Cardozo High School's TransTech Academy (3 years)

Member, Business Advisory Board, Eastern High School Health & Human Services

Academy (2 years)

Member, Navy Community Service Awards Board (1 year) Volunteered in the DC Men's Jail; The Washington Ear; (2 years) Elected member of St. Andrew the Apostle School Board; (3 years) Co-Chair, Reclaim Our Youth Education Committee (2 years)

Professional Associations/

Recognition:

- O Appointed to US Secretary of Defense's Joint Civilian Orientation Council
- O Future Business Leaders of America, Outstanding Business Person '96
- O PBS-TV included GMS work with academies in "Across the River" documentary
- O Who's Who in American Education

Work history:

- O Currently, President of GMS Partners, Inc.
- O Co-Founder, NCAC, Inc.
- O Developer and Executive Director, The Business Institute for Educators
- O Adjunct Professor, The George Washington University, Department of Teacher Preparation and Special Education
- O Adjunct Professor, Trinity College, Department of Education, Washington, D.C.
- O Director of Marketing, Client Development and Corporate Relations for Travel Department Inc., \$17 million corporate travel management firm.
- O Ten years higher education administration, The Catholic University of America: Admissions Counselor, Director of Graduate Financial Aid, Assistant to Academic Vice President for the University's nine academic schools with direct responsibilities in the area of policy and budget.

Education:

The Catholic University of America: MA, Education/Counseling; The Catholic University of America: BA, Psychology and Drama; additional graduate work and professional training.

ASSISTANT SUPERINTENDENT

EDUCATION	
UNIVERSITY OF CENTRAL OKLAHOMA, Edmond, Oklahoma Bachelor of Arts in Education, 1970	
UNIVERSITY OF CENTRAL OKLAHOMA, Edmond, Oklahoma Masters of Education, 1974	
UNIVERSITY OF OKLAHOMA, Norman, Oklahoma Secondary Principal's Certification, 1981	
OKLAHOMA STATE UNIVERSITY, Stillwater, Oklahoma Superintendent's Certification, 1999	
QUALIFICATIONS	
Experience in all facets of education (teacher-counselor-administrator); Experience in supervision o staff, students, and building; Record of consistent promotion to greater responsibilities throughout career; Work well with people at all levels; Willing to work diligently to establish credibility and achieve goals.	f
WORK EXPERIENCE	

1999 to Present Assistant Superintendent YUKON PUBLIC SCHOOLS Yukon, Oklahoma

Summary: Responsible for safety, transportation, special education, student assistance program, alternative education, secondary student personnel services, secondary curriculum, student teaching, teacher recruitment, maintenance, community relations, and liaison with state legislature.

- Realignment of secondary curriculum.
- Implementation of No Child Left Behind
- Recipient of State Incentive Cooperative Agreement grant (\$300,000 for three years)
- Serving on Board of Directors for Schools for Healthy Lifestyles 2002-Present
- OAHPERD Administrative Award 2002
- Implementation of district safety program

1979 to 1999 Principal (1988 to 1999)

PUTNAM CITY NORTH HIGH SCHOOL

Oklahoma City, Oklahoma

Summary: Responsible for decisions regarding hiring, budget, supervision of staff, students and curriculum, implementing district policies, staff development and community relations.

- Served for three years on district staff development and negotiations teams and one summer on district's technology implementation team.
- Served on district Graduation Review Committee raised requirements.
- Served as district Block Scheduling Oversight Committee Chairperson.
- Served as OASSP Federal Relations Network Director wrote bimonthly articles for Better Schools.
- Selected as a 1996 Olympic Torch Bearer.
- Authored two articles for NASSP Bulletin.
- 1997 recipient of the State Superintendent's Award for Arts Excellence.
- Selected as 1998 Multi-Cultural Citizen of the Year by the Multi-Cultural Education Institute.
- Selected as the 1998 OASSP Principal of the Year.
- Selected as the 1998 Oklahoma PTA Administrator of the Year.

Assistant Principal (1979 to 1988)

PUTNAM CITY NORTH HIGH SCHOOL

Oklahoma City, Oklahoma

Summary: Responsible for attendance accounting, discipline, teacher evaluation and preparation of student handbooks.

- Conducted several workshops about the use of Reality Therapy as a method of discipline.
- Completed research that led to board's approval of contract with NCI (drug dog).

1982 to 1988 Principal PUTNAM CITY SUMMER SCHOOL

Oklahoma City, Oklahoma

Summary: Responsible for all facets of operations of accredited summer school program for 600 students.

1978 to 1979 Assistant Principal WESTERN HEIGHTS JUNIOR HIGH

Oklahoma City, Oklahoma

Summary: Responsible for discipline and attendance of seventh and eighth grade students, teacher evaluation and workroom supplies.

1977 to 1978 Counselor

WESTERN OAKS JUNIOR HIGH

Oklahoma City, Oklahoma

Summary: Responsible for individual and group counseling, group testing and student records. Coached softball and track.

1975 to 1977 Salesperson WEBCON PHARMACEUTICALS

Ft. Worth, Texas

Summary: Called on various physicians, hospitals and pharmacies in a four state area.

1970 to 1975 Teacher WESTERN OAKS JUNIOR HIGH

Oklahoma City, Oklahoma

Summary: Taught Social Studies; sponsored Student Council. Awarded Teacher of the Year, 1974-75.

_____ PERSONAL SKILLS _____

- Believe in the dignity and worth of each individual.
- Work well with students, administrations, teachers, support personnel and the general public.
- Understand and can relate to young people.
- Possess the ability to solve many different types of problems.
- Have the personality to be a good team member.
- Excellent planning, organizing, scheduling and coordinating skills.
- "People person."

_____COMMUNITY AFFILIATIONS _____

CCOSA
New Church
Local PTA's
Schools for Healthy Lifestyles

References Available Upon Request...

RESUME of QUALIFICATIONS

Dyton W. Coleman

(b)(6)

Central State University
Edmond, Oklahoma

Master's Degree in Secondary Education
G.P.A.: 4.0

Graduated Summa Cum Laude

Northeastern Oklahoma State University
Tahlequah, Oklahoma
Bachelor of Science Degree in Social Studies
On Dean's Honor Roll

Additional Training in:

Teaching Gifted & Talented Children
Drug & Alcohol Abuse
(Problem Identification and Referral)
CCOSA/OU New Principal Assistance Program 1993-95

PROFESSIONAL AFFILATIONS

Oklahoma Education Association Oklahoma Coaches Association Oklahoma Girl's Basketball Coaches Association CCOSA OASSP

PROFESSIONAL OBJECTIVE

A career Secondary Administration Principal position where professional education, experience and accomplishments might be maximized for educational effectiveness and continued career growth.

SUMMARY OF QUALIFICATIONS

- * Master's degree in Secondary Education; B.S. in Social Studies and Physical Education.
- * 27 years professional experience within the Oklahoma Educational System teaching Social Studies, Physical Education and Secondary School Administration.
- * Heavy involvement in the administration of extra-curricular Student Assistant Programs.

PROFESSIONAL EXPERIENCE

July 1996 to Present YUKON HIGH SCHOOL

Principal

July 1995 to June 1996 YUKON HIGH SCHOOL

Assistant High School Principal/Interim Principal
Core Team Member of the Student Assistance Program.

August 1992 to June 1995 **PAULS VALLEY PUBLIC SCHOOLS**

Pauls Valley, Oklahoma

Assistant High School Principal

Helped to re-establish National Honor Society, 1992. Participated in implementing the block schedule.

Assistant Principal and high school boy's basketball coach 1994-95.

August 1981 to May 1992 **EDMOND PUBLIC SCHOOLS**

Edmond, Oklahoma Teacher/ Coach

Taught Social Studies and Honors American History; served as In-School Suspension Program Supervisor; coached girl's and boy's basketball. Core Team Member of the Student Assistance Program;

Refer to appropriate state/local agencies, where applicable.

Recognized as All City coach, 1983, and Large West Girl's All State

Coach, 1986.

August 1980 to May 1981 **PAULS VALLEY PUBLIC SCHOOLS**

Pauls Valley, Oklahoma

Teacher/ Coach

Taught Oklahoma History classes to high school students.

Head Coach Girl's Basketball.

August 1977 to May 1980 TECUMSEH HIGH SCHOOL

Tecumseh, Oklahoma

Teacher

Taught high school level Social Studies.

Head Coach, Girl's Basketball.

Recognized as Pottawatomie County Coach of the Year, 1977 and

Star Conference Coach of the Year.

May 1974 to May 1977 **OKMULGEE HIGH SCHOOL**

Okmulgee, Oklahoma

Taught high school Social Studies and served as Girl's Basketball Coach.

State Champion participants, 1975. Conference Coach of the Year, 1975.

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Shirley Ann Tucker

Home Address:	
(b)(6)	

Work Address Yukon High School 1029 Garth Brooks Yukon, OK 73099 (405) 354-6692

PROFESSIONAL PROFILE:

Creative problem solver with the ability to improve morale, resolve conflict, hire and train employees, vision sharer, and manage distribution of large budgets. Very high-energy team player who is a quick learner.

EDUCATION:

Southwestern State University, Weatherford, OK

> Bachelor of Arts English

Southwestern State University, Weatherford, OK

- > Masters in English, Southwestern State University, Weatherford, OK
- Masters in School and Business Administration

WORK EXPERIENCE: 1998-2004

Head Principal, Yukon High School

Yukon, OK

- Motivated, coached, mentored and developed entry level employees
- Developed revenue management and budgets for all departments
- > Managed goal setting and leadership performances
- > Ordering and requisition of supplies
- Resolved employee conflicts
- > Hired and evaluated employees at all levels
- > Responsible for booking events throughout plant locations
- Responsible for overall operations of day to day business
- Negotiated ancillary business contracts
- > Directed housekeeping and maintenance of facility
- > Developed job descriptions for support personnel
- > Spokesperson for the site
- Developed employee handbook
- Developed student/parent handbook
- > Representative in legal cases
- > Developed training program for entry administrators
- > Executive Committee for the school district
- Development of plans for architectural changes and additions
- Developed communication letter for community

1996-1998

Assistant Principal, Yukon High School

Yukon, OK

- Evaluation of Employees
- Served on hiring committees
- > Managed discipline and development of students
- Managed Federal Safety School Mandates Program
- > Managed Grounds and Facility
- ➤ Wrote grants
- Completed Administrator's Academy

HONORS

Who's Who Among American Business Women Who's Who Among American Teachers State Superintendent's Award for the Arts District Employee of the Year Building Employee of the Year Career Tech Administrator's Academy Nationally selected Project 540 school COSSA Principal's Academy

APPENDIX C

Project Partners

Yukon Board of Education Oklahoma Hotel and Lodging Association Integris Canadian Valley Regional Hospital Canadian Valley Technology Center **Redlands Community College** Oklahoma State University **Best Western Hotel Johnny Carinos** GMS Partners, Inc. (Grace Sammons & Assoc.) Mercy Health Canadian County Yukon Veterinary Hospital Yukon Large Veterinary Hospital **OK Dental** Oklahoma Restaurant Association (ORA) Hospitality Career Initiative Yukon High School Student Assistance Program

Advisory Board

Shirley Tucker, YHS 9/10 Principal Jennifer Morgan, YHS 9/10 Assistant Principal Dr. Thomas Bates, YHS 9/10 Assistant Principal Lisa Megli, YHS 9/10 Assistant Principal Dyton Coleman, YHS 11/12 Principal Pat McCune, YHS 11/12 Assistant Principal Mark Melton, YHS 11/12 Assistant Principal Kent Mathers, Assistant Superintendent Dana McVay, Career Development Specialist Lynn Ketch, Integris Regional Hospital Sharon Mitchell, Canadian Valley Technology Center Terry Taylor, Canadian Valley Technology Center Christine Park, Platt College Jackie Hopkins, Redlands Community College Jackie Bilyeu, Redlands Community College Rebecca Eastham, Oklahoma Restaurant Association John Kelly, Oklahoma Hotel Association Robin Schott, Oklahoma State Department of Career Technology Lara Skaggs, Oklahoma State Department of Career Technology Vic Woods, Oklahoma State Department of Career Technology Carolyn LeGrand, Oklahoma State Department of Career Technology Casey Worthen, YPS Student Assistance Program Director

Appendix D

Letters of Support

Canadian Valley Technology Center
Christ's Church of Yukon
Hospitality Career Initiative
Integris Canadian Valley Regional Hospital
Oklahoma Hotel & Lodging Association
Oklahoma Restaurant Association
Redlands Community College
Yukon Police Department
Yukon Public Schools
Yukon Public Schools Board of Education
Yukon School Community Council



6505 East Highway 66 El Reno, OK 73036-9117

Phone: (405) 262-2629 Fax: (405) 422-2292

April 21, 2004

Dana McVay Yukon High School 1000 Yukon Avenue Yukon Ok 73099

Dear Ms. McVay,

On behalf of Canadian Valley Technology Center, I would like to extend to you our support for the Smaller Learning Communities grant application for Yukon High School. It is our desire to prepare students in reaching their potential and enabling them to succeed in their career choice.

Through many years of joint venture with Yukon High School, Canadian Valley Technology Center feels that this program will enhance the learning for your secondary students. We anticipate continued cooperation with your staff and students in creating programs that meet the needs of students and employers in our community.

Canadian Valley Technology Center is committed to provide program options that will align with the development of your Small Learning Community by working to accommodate your request for additional programs that will assist you in the development of your elective classes to meet the needs of students we serve.

If you have any question, please feel free to contact me.

Sincerely,

Clark McCaskill Asst Superintendent

Canadian Valley Technology Center



115 Briarwood Street, Yukon, Oklahoma 73099

Christ's Church

April 21, 2004

John W. Miller Pestor www.sonofthunder24@aol.com (405) 350-7952

Clay Parrett
Youth Pastor
clay@christschurchyukun.com
(4C5) 350-1847

Debl Birdwell
Children's Pastor
debl@christschurchyukon.com
(405) 324-0874

Jason Ballou Associate Youth Pastor jason@christschurchyukon.com (405) 596-5097

Trudy Dixon
Financial Secretary
Irudy@christschurchyukon.com

Janey Reavis
Office Manager
janey@christschurchyukon.com

To Whom It May Concern,

I am pleased to be able to offer my insights in reference to the Yukon Public Schools' application for the Department of Education's Smaller Learning Communities Program.

Having a sizable youth group associated with our church and having been active in our community, I have seen a great need to reach out to our teenagers to get them involved in life and begin to look to their future. It sounds to me like the Small Learning Community Program offers some excellent opportunities for our teenagers to get involved with their education and make it come alive as to why they study various subjects.

Somehow we need to get our youth more connected to their future so they do not fade away and not become productive citizens in our culture. This program looks to me like it will offer relevance to them in their education while still challenging them in their class work.

I realize that it means a major change in the structure of our educational programming, but perhaps that is needed to become more successful in the education of our students. If we keep doing the same old things the same old ways and expect different results we are only fooling ourselves. This new approach to education offers some strong possibilities to engage our youth in their education.

Sincerely.

John Miller

Pastor of Christ's Church

Past President Yukon Ministerial Alliance Member Yukon Community ED Board



Hospitality Career Initiative

A partnership of:

Oklahoma Restaurant Association 2 Oklahoma Hotel and Lodging Association • Oklahoma Department of Career and Technology Education • Hospitality Business Alliance

Mrs. Dana McVay Yukon Public Schools 1000 Yukon Avenue Yukon, OK 73099

Dear Mrs. McVay:

I am so excited to hear of Yukon Public School's interest in developing a hospitality and tourism career cluster! On behalf of all our partner's, the Hospitality Career Initiative would like to lend our support in this endeavor.

The mission of the HCI is to cultivate a new source of talent for the hospitality industry through state partnerships dedicated to hospitality school-to-career and mentoring programs leading to a recognized national certification. I believe this focus could be a powerful link with Yukon Public Schools to develop a positive connection between school, work and future employment for young people and impact the workforce development of your community.

The resources of the HCI are available to you and your team to assist with the development and implementation of the hospitality and career cluster. These resources include curriculum, training for teachers, industry involvement and industry sponsored student activities.

We look forward to the opportunity to create a model educational program in Yukon with the development of this career cluster.

Sincerely,

Rebecca S. Eastham

Career Development Coordinator

1201 Health Center Parkway Yukon, OK 73099 (405) 717-6800

> Dana McVay Career Counselor Yukon High School 1000 Yukon Ave. Yukon, OK 73099

Dear Ms. McVay:

We are very pleased to write this letter supporting the grant application for Yukon High School. We are excited about the potential impact the smaller learning communities program would have for the Yukon students. The groundwork has already been laid with the successful implementation of the Medical Professionals Academy (MPA) during the 2002-03 school year.

INTEGRIS Canadian Valley Regional Hospital is committed to providing assistance and educational opportunities for your students. Programs, such as this, help encourage students to focus and prepare for careers in healthcare, which in turn support the hospital and our community. We are happy to continue our support by providing classroom presentations by healthcare professionals, career shadowing opportunities, mentoring and volunteer opportunities.

INTEGRIS Canadian Valley Regional Hospital is fully supportive of this grant application and looks forward to continued involvement in the educational opportunities for students in Yukon.

Sincerely,

Lynn Ketch, MS, PHR

Director, Human Resources



1201 Health Center Parkway Yukon, OK 73099 (405) 717-6800

Dana McVay Career Counselor Yukon School District 1000 Yukon Ave. Yukon, OK 73099

SUBJECT: U.S. DEPARTMENT OF EDUCATION GRANT

As a supporter of Yukon High School, I would like to express my support for your application to the Smaller Learning Communities Grant Application. It is the goal of Integris Canadian Valley Regional Hospital to assist Yukon High School as you prepare students to reach their education and career goals through higher learning.

Integris Canadian Valley Regional Hospital will continue to provide assistance by continuing to provide classroom presentations by a health professional, career shadowing opportunities, mentoring, and volunteer opportunities. We would be honored to aid in the enhancement of knowledge to those students interested in learning about healthcare.

We would like to express our best wishes for a successful grant application. We believe that this investment in our youth will be a very valuable knowledge tool for their future. Please feel free to call me if I can be of further assistance in this very worthwhile effort.

Sincerely,

James D. Moore, FACHE

Administrator

Oklahoma Hotel & Lodging Association

LEAding Oklahoma's Lodging Industry!

April 20, 2004

Mrs. Dana McVay Yukon Public Schools 1000 Yukon Avenue Yukon, OK 73099

Dear Mrs. McVay:

On behalf of the Oklahoma Hotel and Lodging Association, I respectfully submit this letter of support for the proposed career cluster development and curricula design in hospitality and tourism at Yukon Public Schools.

The service sector is the most rapidly growing part of the American economy, and the \$460 billion hospitality segment already represents one-seventh of the nation's gross domestic product and 12 million jobs. Further, hospitality businesses have unique traditions – of promoting from within and of fostering entrepreneurship – that provide enormous advancement opportunities for well-trained individuals.

As an association, we are delighted to be partnering with Yukon Public Schools as you develop and implement a hospitality career cluster. We are committed to providing assistance in the areas of technical advice, professional involvement on advisory committees, guest speakers in the classroom and mentors along with teaching materials and resources directly related to hospitality operations and management. The OH&LA is ready to assist students so that when they graduate, they are ready to begin their hospitality career or continue their education at a college or university.

Again, it is with great pleasure to provide this letter of support for Yukon Public Schools on behalf of the Oklahoma Hotel and Lodging Association.

Respectfully,

Patti Colley

Acting Executive Director

PC/rse



Leading the Hospitality Industry Since 1933

April 20, 2004

Mrs. Dana McVay Yukon Public Schools 1000 Yukon Avenue Yukon, OK 73099

Dear Mrs. McVay:

It is with pleasure that I write this letter of support on behalf of the Oklahoma Restaurant Association for Yukon Public Schools regarding the development of a hospitality and tourism career cluster.

The hospitality industry encompasses a wide range of career options for students. Within that range is the area of foodservice including restaurant management, catering operations and culinary arts. The foodservice and restaurant industry is enjoying its twelfth year in a row of increase in gross sales. It is estimated that by 2010, foodservice operations will need more than 100,00 new managers annually to keep up with the growth.

The ORA is willing to make a commitment to provide Yukon Public Schools with the assistance needed to develop a fully integrated hospitality program with your high schools. The local restaurant community can provide resources, information and professional expertise to implement a strong, credible and viable educational program. We already have the means in place for access to mentored internships, solicit job placement contacts, assistance in gaining articulation agreements with post-secondary institutions and provide scholarships for students.

Once again, we are pleased to be partnering with Yukon Public Schools and are happy to provide this letter of support.

Best regards,

Kick Hughes
Rick Hughes

Director of Education

REDLANDS COMMUNITY COLLEGE

April 14, 2004

Yukon High School Ms. Dana McVay 1029 Garth Brooks Yukon, OK 73099

Dear Ms. McVay:

I am pleased to write this letter of support for the Smaller Learning Communities grant application from Yukon High School. It is the goal of the Redlands Community College/Canadian Valley Technology Center Tech Prep Consortium to assist high schools as they prepare students to reach their educational and career goals. The activities you have proposed in this grant application will help students receive more personalized learning and will help your faculty restructure the curriculum to meet the needs of the students.

Redlands Tech Prep will assist in this restructuring effort by continuing to provide professional development for faculty and administrators. Members of our staff will be available to make presentations to classes or to the faculty. In addition, our staff will be willing to provide specialized advisement for students.

Redlands Tech Prep is fully supportive of this grant application and looks forward to increased involvement in the educational opportunities for students in Yukon.

Sincerely,

Jackie Bilyeu

Tackie Bilipy

Cooperative Programs Coordinator

REDLANDS COMMUNITY COLLEGE

April 14, 2004

Yukon High School Ms. Dana McVay 1029 Garth Brooks Yukon, OK 73099

Dear Ms. McVay:

I am pleased to write this letter of support for the Smaller Learning Communities grant application from Yukon High School. It is the goal of the Redlands Community College/Canadian Valley Technology Center Tech Prep Consortium to enable high schools as they prepare students to reach their educational and career goals. Through the successful partnership that Yukon High School and RCC have participated in over the last several years, we have made very positive strides in those areas.

The focus of the proposal in this grant application will assist students in achieving a more personalized learning and will assist you and your faculty in a restructuring of the curriculum to meet the needs of those individuals we serve.

RCC Tech Prep will be proud to assist you in the professional development areas for faculty and administrators and to provide staff to make presentations to both your students and faculty. As always, our staff will be glad to provide specialized advisement for your students.

RCC and RCC Tech Prep are fully supportive of this grant application and we look forward to increased involvement in the educational opportunities for students in Yukon. We look forward to many more years of successful partnerships in the development of programs to help students achieve their educational goals.

Respectfully,

Jack Bryan

VP for Contracted, Continuing and Online Education

1300 S. Country Club Road El Reno. OK 73036-5304 405-262-2552 FAX: 405-422-1200

YUKON POLICE DEPARTMENT



Mrs. Dana McVay Yukon High School 1000 Yukon Ave. Yukon, OK 73099

Dear Dana,

I am honored that you have requested the Yukon Police Department to participate in your grant proposal on Small Learning Group. The information and structure this type of program offers students which have reached an age and point in their academic studies to focus on a career, I think is great.

The Yukon Police Department has always participated with local collage's and vocational school when posting employment opportunities with the police department and feel your program would allow for participation in our local high school for those students that be interested in a career in law, law enforcement or any area of the criminal justice system.

The police department has partnered with the Yukon School System on Project Graduation, School Resource Officer Programs, Safe School and S.A.V.E., just as a few examples and welcomes the chance to participate and assist you and the staff on this project and program.

Please consider the Yukon Police Department a supporter and partner in your program and grant application. Please let myself know should you need any information or assistance in the future.

Sincerely,

Deputy Chief of Police John D. Corn



April 21, 2004

The Yukon School District appreciates the opportunity to apply for the U.S. Department of Education Small Learning Communities Program Grant. Our district has had a very successful experience with establishing a Medical Profession Academy as well as a Hospitality Profession Academy. Seeing the impact that these programs have made for our students and hearing strong support from their parents, we have committed to establishing Small Learning Communities throughout our 9-12 high school.

We are implementing the Small Learning Communities philosophy in the fall of the 2004-2005 school year. The Small Learning Communities Program grant would make it possible to accelerate the training of our staff in how to effectively plan and work as a team, how to integrate career information into the core curriculum, and how to meet the needs of ALL students.

The discussion and planning regarding SLC's have created an atmosphere in which meeting the needs of our students has become a priority. We recognize that change is difficult, but the availability of additional professional development will make that change less threatening. I sincerely hope that you will consider the Yukon School District's grant request. I can assure you that it will make a significant difference in the education of a great number of students.

Sincerely,

Dr. Bill Spaeth Superintendent

Jr. Bill Spatt

To Whom It May Concern:

As a member of the Yukon Board of Education, it is my pleasure to write in support of the Yukon Public School's application to the U.S. Department of Education Smaller Learning Communities Program grant.

As a former educator, I realize the importance of the learning communities and the impact it can have on the lives of many students. I believe Yukon School District students would significantly benefit from this focused and relevant educational curriculum program.

Yukon began a restructuring process a few years ago and has made great strides towards these goals. However, the state funding to the Yukon School District has decreased in the last couple of years due to a decrease in our state's budget. On the other hand, the community has backed the school district with record bond issues and fundraisers. The Board of Education and the community as a whole realizes the importance of quality education for our youth.

In closing, I want to thank you for your consideration of Yukon Public Schools for this grant opportunity. I believe this grant would be a great occasion for our school and community and we would utilize this grant in the best way possible.

Sincerely,

John A. Nail

Yukon Public Schools Board of Education

Past President

Julia Seay, President 2003-04

Yukon, OK

phone: 405-354-2931 Cell: 405-834-5384

Email: jseay@marykay.com

April 26, 2004

Dana McVay
Director, Career and Technology Programs
Yukon High School
1000 Yukon Ave.
Yukon, OK 73099

Dear Mrs. McVay:

On behalf of the School Community Council I would like to commend you and your staff for your innovative vision and forward thinking in working to establish the Academies program to provide for smaller learning communities for our students. We know that our High School produces students that are thriving because of the standard of excellence pursued by the faculty, students and the people of our community.

The prospect of making our student settings more personalized is in line with all that you have been striving to achieve in our schools, and is one that is direly needed to expand the opportunities for our students. We are hopeful that your grant application is successful so that this process can proceed and begin making a dramatic difference on our campus for every student.

The School Community Council would be honored to have you speak again at our High School meeting next year to get the good news out and maximize the involvement of our community as we implement the changes and opportunities created by the smaller learning environment concept. I will look forward to working with you as a bridge to our community and in any way our forum can be of assistance to this program.

Thank you for your vision and hard work in making the changes which will personalize the academic experience for every student on our campus. We have great hopes for your grant proposal and look forward to seeing the impact it will have on our students and on our community.

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Warmest regards,

Julia Seay School Community Council President

Yukon School Community Council